

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**31R031**

**School Name:**

**P.S. 031 WILLIAM T. DAVIS**

**Principal:**

**LINDA WOOLVERTON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: William T Davis School School Number (DBN): 31R031  
Grades Served: PK-5  
School Address: 55 Layton Ave  
Phone Number: 718 273-3500 Fax: 718 815-4826  
School Contact Person: Linda Woolverton Email Address: [lwoolve@schools.nyc.gov](mailto:lwoolve@schools.nyc.gov)  
Principal: Linda Woolverton  
UFT Chapter Leader: Veronica Romero  
Parents' Association President: Tanisha Wright  
SLT Chairperson: Natvel Pritchard  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jacqueline Tejeda  
Student Representative(s): n/a

**District Information**

District: 31 Superintendent: Anthony Lodico  
Superintendent's Office Address: Petrides, 715 Ocean Terrace, Staten Island, NY 10301  
Superintendent's Email Address: [alodico@schools.nyc.gov](mailto:alodico@schools.nyc.gov)  
Phone Number: 718 420-5657 Fax: 718 420-5677

**Borough Field Support Center (BFSC)**

BFSC: Staten Island Director: Kevin Moran  
Director's Office Address: 715 Ocean Terrace, Staten Island, NY 10301  
Director's Email Address: [Kmoran2@schools.nyc.gov](mailto:Kmoran2@schools.nyc.gov)  
Phone Number: 212 374-4254 Fax: \_\_\_\_\_

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Linda Woolverton, Interim Acting	*Principal or Designee	
Veronica Romero	*UFT Chapter Leader or Designee	
Tanisha Wright	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative (staff), if applicable	
Jacqueline Tejada	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Maria Teozol	Member/ parent	
Natvel Pritchard	Member/ parent	
Christine Perez	Member/ parent	
Elaine Arnold	Member/staff	
Kathleen McBratney	Member/staff	
Colleen Tritschler	Member/ staff	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

### MISSION

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

### VISION

The vision at PS 31 is that:

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

### SCHOOL CHARACTERISTICS

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

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

### DEMOGRAPHICS

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

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

**STRENGTHS**

Based on the New York School Survey 92% of parents are satisfied with the school culture. Informal surveys conducted by the School Leadership Team confirm that most respondents are satisfied with school culture and learning environment.

As indicated in the School Quality Guide for 2013-2014, school is meeting target for student progress. This will be updated when results for school year 2014-2015 become available.

**ACCOMPLISHMENTS**

In 2013-2014, PS 31 implemented a new literacy curriculum (Core Knowledge grades K-2, Expeditionary Learning grades 3-5) and a new math curriculum (Go Math) school-wide. Throughout 2014-2015, teacher teams enhanced this implementation with additional resources and instruction based on formative assessments.

In 2013-2014, PS 31 implemented the new evaluation system based on the Danielson Framework and supported the development of more effective teaching practices through feedback conversations and professional development. In 2014-2015, teachers set their own professional development goals based on data from the Advance system and formed book clubs for collaborative professional development.

**CHALLENGES**

Chronic absenteeism: 40% of students had less than 90% attendance.

As indicated in the 2014-2015 Quality Review, the school has promising instructional practices in some classes. The challenge is to establish these practices consistently in all classrooms.

**FOCUS TO IMPROVE STUDENT PERFORMANCE**

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

### 31R031 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	454	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		83.0%	% Attendance Rate	89.9%
% Free Lunch		84.3%	% Reduced Lunch	0.7%
% Limited English Proficient		6.5%	% Students with Disabilities	29.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.6%	% Black or African American	51.8%
% Hispanic or Latino		38.3%	% Asian or Native Hawaiian/Pacific Islander	0.6%
% White		6.5%	% Multi-Racial	2.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.16	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	7.24
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		9.1%	Mathematics Performance at levels 3 & 4	11.4%
Science Performance at levels 3 & 4 (4th Grade)		55.7%	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			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District			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	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

**Part 1 – Needs Assessment**

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

**Needs Assessments**

Common Core standards require a shift in instructional practices and resources to provide rigorous instruction as defined above. This shift requires a revision of curriculum to meet the standards and student needs.

In 2013-2014, new ELA curriculum (Core Knowledge grades K-2, Expeditionary Learning grades 3-5) and new math curriculum (Go Math) were introduced in all classrooms. In 2014-2015 implementation was enhanced to include additional resources and more opportunities to differentiate to meet the needs of all learners.

Results from NYS exam were as follows:

**ELA**

Overall Results	2013	2014	2015
Avg student proficiency	2.16	2.12	2.11
Percent of students at level 3 & 4	10	9	8.65

Grade	Avg Student Proficiency 2013	Avg Student Proficiency 2014	Avg Student Proficiency 2015	Percent of students at level 3 or 4 2013	Percent of students at level 3 or 4 2014	Percent of students at level 3 or 4 2015
3	2.06	1.98	2.1	9	5.2	9.2
4	2.24	2.08	2.14	16	7.9	10.6
5	2.13	2.31	2.08	4.8	14.6	6.15

**MATH**

Overall Results	2013	2014	2015
Avg student proficiency	2.25	2.21	2.18
Percent of students at level 3 & 4	15	11	12.3

Grade	Avg Student Proficiency 2013	Avg Student Proficiency 2014	Avg Student Proficiency 2015	Percent of students at level 3 or 4 2013	Percent of students at level 3 or 4 2014	Percent of students at level 3 or 4 2015
3	2.17	2.14	2.19	9.1	9.0	12
4	2.49	2.07	2.29	26.3	3.2	21
5	2.1	2.41	2.05	9.8	21.7	4

The last Quality Review in 2012 suggested improvements in 'assessing students, organizing data and sharing information...to inform instruction and curriculum.' The Quality Review of 2014-2015 found that instructional practices were inconsistent across classes. The school needs to align instruction with curriculum, provide rigorous instruction with emphasis on higher order skills and provide students with actionable feedback from assessments consistently in all classes.

2.

**Strengths**

School is meeting target in student progress. (School Quality Guide)

**Needs**

School is approaching target in student achievement and closing the achievement gap.(School Quality Guide)  
 Goals will address the needs to improve in student achievement in general and in closing the achievement gap for SWDs, ELLs, students in the lowest third and black and Hispanic males.

**Part 2 – Annual Goal**

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

By June 2016, there will be a minimum of 5% increase in the number of students in grades 3-5 including SWDs and ELLs performing at levels 3 & 4 in ELA and MATH as evidenced by NYS state testing results.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Teacher teams will systematically collect and analyze formative and summative assessment data from curriculum-based instruction</li> <li>• Through teacher team shared inquiry, revisions to curriculum will be defined and implemented on each grade.</li> <li>• Teachers will participate in professional development in content areas, instructional design and progress monitoring.</li> <li>• Teachers will conference with all students to monitor progress, collaborate on setting next steps and supporting student learning.</li> <li>• Vertical teacher teams will analyze school wide trends</li> <li>• Administrators will review data on student, class and grade level and use data to engage in collaborative</li> </ul>	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant principal, teachers</p>

<p>identification of trends, identification of needs and resources</p> <ul style="list-style-type: none"> <li>• Administrators will meet with each teacher individually at least twice per term to collaboratively review trends based on student performance data.</li> </ul> <p>Since the mid-year benchmark was not completely met:</p> <p>Provide additional intervention services to students through addition of F Status dedicated AIS teacher, tutoring by College of Staten Island students and rescheduling of SETSS teacher to include additional periods of AIS instruction.</p> <p>Implement after school test coaching for ELA and math</p>			
<ul style="list-style-type: none"> <li>• Evaluate curriculum materials on an ongoing basis to identify areas for additional instructional or assessment resources.</li> <li>• Review formative assessment data to track progress and identify instructional needs</li> <li>• Provide scaffolding and small group instruction to meet needs of students with disabilities (SWDs) and English Language Learners (ELLs).</li> <li>• Use curriculum designed Tier 1 and Tier 2 interventions and other interventions tailored to meet students' specific areas of need</li> <li>• Provide afterschool enrichment program for ELLs taught by certified ESL teacher</li> </ul> <p>Mid year adjustment of AIS and test coaching includes services for SWDs and ELLs</p>	<p>Teachers of SWDs and ELLs, students</p>	<p>Sept 2015- June 2016</p>	<p>Teachers, Special ed liaison, RTI team</p>
<ul style="list-style-type: none"> <li>• Provide access and materials to parents to support them in working with their children.</li> <li>• Maintain an open door policy for parents to promptly address concerns.</li> <li>• Provide regular, timely updates on student progress to parents including monthly progress reports</li> <li>• Maintain a parent office with sample curriculum materials</li> <li>• Strategically use parent engagement time on Tuesday to conduct workshops and outreach to parents</li> </ul>	<p>Parents, teachers, parent coordinator</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principal, Parent coordinator, teachers</p>

Mid year adjustment;			
Provide parent workshops with resources to assist students at home			

**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.

Published curriculum materials for Core Knowledge, Expeditionary Learning, Go Math and Being A Writer  
 Teacher developed supplementary instructional materials  
 Curriculum embedded assessments, teacher created assessments, periodic assessments  
 Teacher teams (grade level and vertical team)  
 Schedule adjustments including the use of the extended day on Monday and Tuesday for professional development, teacher teams and parent engagement.  
 Substitute teachers will be hired as needed to allow for teacher attendance at professional development.  
 F-Status teacher  
 Adjust schedule of IEP/SETSS teacher to include additional periods of AIS  
 Collaboration with College of Staten Island to supply and support college students to tutor during the school day  
 Partner with Power My Learning to provide parent workshops  
 Programs will be adjusted as needed to allow teachers to engage in collaborative activities during the school day.  
 Professional Development materials and resources including professional books, NYC DOE resources, curriculum specific training, network workshops

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

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> 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.

In ELA, benchmark will be based on the Fountas and Pinnell reading level. In Math, progress will be monitored using mid year Go Math assessment. Mid year benchmark for reading level that will indicate progress will be an average increase of 2.0 reading levels. In Math, there will be a 50% increase in math proficiency score compared with beginning of year assessment.

**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**

<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
The needs assessment , goals and action plans for this element have been incorporated in the other elements.

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

**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
n/a			

**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.

n/a

**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 <sup>st</sup> 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.

n/a

**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.

- Teachers in all grades participate in grade level teams with dual purposes; common planning and inquiry. Analysis of planning calendars indicates that classes across a grade are anticipated to be working on units at about the same time. Observations and review of student work indicate that although this is true for some grades, it is not consistent school-wide
- Testing data is cited in 5A above
- Reading levels were tracked through Assessment Pro. Average change in level was 3.4 and change in benchmark was .28
- Writing performance was targeted school-wide with an emphasis on focus and organization of student writing. Average progress went from 2 in October on a 4 point rubric scale to 2.8 in June.
- Review of student data from student portfolios and teacher comments revealed inconsistent assessment analysis and use of data for instruction.
- Review of student performance tasks, writing samples show some movement towards student self-assessment.

#### Strength

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

#### Needs

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

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

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

The Capacity Framework Element, Teacher collaboration, will be addressed through an emphasis on inquiry in teacher teams that will include collaboration on curriculum to meet needs of all students, analysis of performance tasks and student progress. The goal is to improve student performance..

### 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, the percentage of students reading at benchmark level 3 or 4 based on the TCRWP assessment will increase by 10% from the baseline level measured in September 2015.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Teacher teams will adapt protocols for collaborative, productive work in grade level team</li> <li>• Teachers will collaborate in identifying, administering and analyzing performance tasks to monitor student understanding of curriculum with an emphasis on reading accuracy, fluency and comprehension</li> <li>• Using inquiry process, teachers will evaluate student performance, identify instructional strategies for individual and groups of students.</li> <li>• Teachers will engage in professional development through the teacher team process, individually designed plans based on needs, book clubs and intervisitations. Topics will include instructional strategies and teacher effectiveness to increase student progress.</li> <li>• Vertical team, composed of team leaders from each grade, will survey progress school-wide, identify best practices and identify opportunities for intervisitations</li> <li>• Teacher teams will keep records of meetings, including agendas, samples of performance tasks, discussion summaries and action items.</li> <li>• School leaders will meet with teacher teams periodically to observe process and share feedback.</li> </ul> <p>Since mid-year benchmark was not met in some grades;</p> <p>Add additional academic intervention services through the use of F Status teacher, tutoring by College of Staten Island Students and additional of AIS periods to SETSS teacher.</p>	<p>teachers</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principal, Team leaders</p>

<ul style="list-style-type: none"> <li>• Collaboratively review performance of SWDs, ELLs and other high need subgroups to identify areas for instructional changes;e.g. additional scaffolding, small group instruction, change in format of task, change in content of task</li> <li>• Implement additional online resources to provide targeted instruction.</li> <li>• ESL and special education teachers will collaborate with classroom teachers in identifying strategies for use in classroom.</li> </ul> <p>Mid year adjustments (AIS, tutoring) will include ELLs and SWDs</p>	teachers	Sept 2015-2016	All teachers of ELLs, SWDs, ESL teacher, IEP teacher
<ul style="list-style-type: none"> <li>• Provide materials and training to help parents work with their children to improve achievement.</li> <li>• Maintain subscriptions to internet sites to facilitate practice at home.</li> <li>• Maintain an open door policy for parent to address concerns</li> <li>• Maximize use of parent engagement time on Tuesdays by planning and inviting parents to topic specific conferences.</li> <li>• Provide parents with access to curriculum materials and planning calendars.</li> <li>• Provide parents with monthly progress reports to identify student growth and needs. teachers</li> </ul>	Teachers, parents	Sept 2015-June 2016	Principal, Assistant Principal, parent coordinator, teachers

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teacher team protocols  Professional development resources on teacher teams, teacher effectiveness and instructional planning  Use of extended time on Tuesday for team meetings  F Status teacher  Collaborate with College of Staten Island to provide and support college students to tutor students during the school day  Partner with Power My Learning to provide workshops and materials for parents and teachers  Human resources include school leaders, all teachers, parent coordinator  Assessment materials/performance tasks to measure progress</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> 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.

In ELA, benchmark will be based on the reading level as measured using TCRWP assessments and benchmark guides. Midpoint benchmark that will indicate school progress will be a 5% increase in the percentage of students reading at benchmark .

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

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

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

### **Part 1 – Needs Assessment**

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

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

Based on Advance data, 94% of teachers were rated effective in 2014-2015 using the Danielson Framework. The remaining 6% were rated developing.

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

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

24.

Strengths

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

Needs

Feedback to teachers and school-wide professional development needs improvement to increase teacher effectiveness and impact student outcomes.

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

### **Part 2 – Annual Goal**

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

By June 2016, teacher effectiveness will improve as evidenced by an increase in the average MOTP rating from 2.96 in June 2015 to 3.06.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• School leaders will participate in self-directed, DOE mandated and district provided professional development with respect to Danielson Framework</li> <li>• School leaders will develop schedules for observation and provision of timely actionable feedback.</li> <li>• Teachers will be provided with support to implement changes identified by feedback.</li> <li>• Teachers will be provided with professional development resources to meet their self-identified and administrator identified needs.</li> <li>• Creation of Professional Learning Communities (PLCs) will be facilitated through use of book clubs, teacher team training, and curriculum planning.</li> <li>• School leaders will greet students daily, and discuss instructional goals and achievements during class visits. School leaders will meet with students whose social emotional needs are impacting performance.</li> <li>• School leaders will work to ensure that all students have at least one person they feel comfortable talking with.</li> </ul> <p>Mid-year review indicates this goal may not be reached;</p> <p>Add additional professional development for teachers by hiring a coach for one day a week to visit classrooms, observe instruction and provide support to teachers.</p>	<p>Teachers, students</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principal</p>
<ul style="list-style-type: none"> <li>• Observations and feedback will address needs of SWDs, ELLs and other high need students.</li> <li>• Professional development will include training in adapting lessons to meet individual student needs.</li> </ul>	<p>teachers</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principal,</p>

Provide parents with information on schoolwide instructional goals.	parents	Sept 2015- June 2016	Teachers, parent coordinator
Facilitate parent meetings to explain instructional shifts and how parents can best support students at home			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Danielson Framework and other Advance resources Learning Opportunities provided by DOE Add coach to staff one day per week Other professional development materials and resources Professional development activities will take place during extended day time on Mondays. Substitute teachers will be arranged on per diem basis for teachers to attend professional development, participate in coaching and feedback sessions and participate in intervisitations.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.											
The Advance MOTP system will be used to monitor progress. Midpoint benchmark will be an average MOTP of 3.0 as measured using Advance observations.											
<b>Part 5b.</b> 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.

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

#### Strengths

School has open door policy so that all parents have access to speak with a staff member whenever they come in. Parents are provided with monthly progress reports of student progress.

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

#### Needs

Lack of extracurricular activities limits parent involvement to school day.

New curriculum is unfamiliar to parents. Parents have reported that they do not feel comfortable assisting children at home.

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

### Part 2 – Annual Goal

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

By June 2016, the number of parents participating in school events 4 or more times during the year will increase by 10% from 28% to 38% in as measured by parent responses on SLT developed survey in June.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Structure Tuesday extended day so that teachers actively contact parents. Contact will be logged to document students involved, reason for contact and additional needs.</li> </ul> <p>Initiate once monthly "Family Friday" when parents may visit classrooms during scheduled time and participate in learning activities.</p> <ul style="list-style-type: none"> <li>• Parent coordinator will participate in professional development to enhance skills in parent communication and knowledge of community resources.</li> <li>• Parent coordinator will assist PTA in identifying community liaisons who can participate in PTA sponsored meetings and events</li> <li>• Parent coordinator will conduct workshops to match community agencies with parent needs</li> <li>• Participate in programs designed to connect parents with community resources such as "Dads Take Your Child to School Day"</li> <li>• Participate in Library Program so that all students have library cards and visit the library as a class to encourage continued family use of NY Public Library</li> <li>• Partner with community organizations such as Literacy Inc which brings programs to parents (reading volunteer training) and students (buddy reading, read alouds) within the school and invites families to additional programs in the community.</li> </ul>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Principal, assistant principal, parent coordinator, teachers</p>

<ul style="list-style-type: none"> <li>• Provide parents with information through brochures, newsletters, and poster about community events.</li> <li>• Maintain close ties with Councilwoman to participate in civic events she sponsors</li> <li>• Schedule a minimum of 2 celebrations within each classroom to highlight student achievements</li> <li>• Conduct science fair workshops for parents as well as technical workshops on creating the project board</li> <li>• Conduct grade specific workshops on curriculum and homework to inform parents on how to assist children at home</li> <li>• Maintain a parent room with curriculum material, community program brochures, free student books, other reference materials and access to internet.</li> </ul>			
<p>Parents of high need students will be provided with information about community resources appropriate for their child’s needs.</p> <p>Workshops targeted to special need areas will be scheduled by parent coordinator.</p> <p>Parents of ELLs are provided with information on English as a second language classes for adults upon request</p> <p>Social worker and guidance counselor are available to discuss concerns with parents and students</p>	Parents	Sept 2015- June 2016	Principal, Assistant principal, parent coordinator, teachers
<p>Strategies to increase parent involvement are listed above.</p>	Parents, teachers, parent coordinator, guidance counselor, social worker	Sept 2015- June 2016	Principal, Assistant Principal, parent coordinator

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Access to and information about community resources  Scheduling time for workshops, afterschool activities  Per session funds to cover teachers offering workshops outside of school hours  Computer with internet access for parent use  Human resources include teachers, parent coordinator, social worker, guidance counselor</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Benchmark will be based on number of visits/activities parents have engaged in. Midpoint benchmark will be that 33% of parents had attended at least 2 activities .</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>In grades 1-3, reading at level 1 or 2 as measured by TCRWP assessment</p> <p>In grades 4-5, scoring level 1 or 2 on NYS ELA exam</p> <p>All students heldover in current grade</p>	<p>Direct instruction and guided practice in phonemic awareness and phonics using Core Knowledge curriculum and Before the Code, Explode the Code and Wilson</p> <p>Differentiated instruction using workshop model</p> <p>Periodic formative assessment using curriculum based and teacher developed assessments to identify specific areas of development need and next steps for instruction</p> <p>Direct instruction and guided practice in specific reading fluency and comprehension skills and strategies (including Close Reading) by the classroom teacher in small groups for a minimum of 35 minutes during each school day</p>	<p>Direct instruction may be provided to whole group, small group or individual basis.</p> <p>Guided practice is delivered in small group or on a one-to-one basis.</p> <p>Differentiated instruction may be provided on small group or individual basis.</p> <p>Assessments and review of assessments in on a one-to-one basis.</p> <p>AIS teacher provides services on small group basis during pull out sessions. Push in sessions may be small group or one-to-one.</p> <p>Technology use is one-to-one.</p>	<p>During the school day</p>

		<p>AIS teacher services on a push-in and pull-out basis</p> <p>Use of technology such as Reading A to Z MyOn, Raz-Kids, Readworks.org for individual practice and reinforcement</p> <p>Vocabulary and reading comprehension direct instruction and guided practice for English Language Learners</p> <p>Small group practice in participating in academic conversations to facilitate listening and speaking</p> <p>Direct instruction and guided practice in writing using research-based “Being A Writer” program</p>		
<p><b>Mathematics</b></p>	<p>In grades 1-3, scoring level 1 or 2 on baseline or benchmark assessments, For grades 4-5, scoring level 1 or 2 on NYS Math exam All holdovers in current grade</p>	<p>Direct instruction and guided practice using manipulatives, procedural outlines, charts and tables.</p> <p>Direct instruction and guided practice in problem solving skills and concept development in small group.</p> <p>Periodic formative assessment using curriculum based and teacher developed assessments to analyze progress and</p>	<p>Direct instruction can be provided on a whole group or small group basis.</p> <p>Guided practice may be delivered on small group or one-to-one basis.</p> <p>Assessment is delivered n a one-to-one basis.</p> <p>Technology may be used on a small group or one-to-one basis.</p>	<p>During the school day</p>

		<p>identify specific areas of development need</p> <p>Use of CCLS curriculum based technology</p> <p>Use of Tier 2 and Tier 3 Go Math and other resources.</p>		
<b>Science</b>	Performing at level 1 or 2 on NYS science exam or content area summative assessments	<p>Direct instruction and guided practice in specific skills and strategies,</p> <p>Use of technology (computer assisted instruction)</p>	Small group or one-to-one	During school day
<b>Social Studies</b>	Performing at level 1 or 2 on content area summative assessments.	<p>Direct instruction and guided practice in specific skills and strategies,</p> <p>Use of technology (computer assisted instruction)</p>	Small group or one-to-one	During school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Recommendation from classroom teacher</p> <p>RTI team referral</p> <p>Parent request</p>	<p>Counseling</p> <p>Home visits</p> <p>Conferences with parents/guardians</p> <p>Coordination of services with social service agencies</p>	<p>Counseling may be delivered by a guidance counselor, social worker or social work interns on an individual or small group basis.</p> <p>Attendance teacher works with students and families on individual basis</p> <p>Full time nurse meets with parents, students and teachers to address actual and potential health concerns</p>	Before, during and after school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The BEDS survey is used each year to identify teachers who need additional certification. Currently 100% of the staff is highly qualified as defined by NCLB. If a teacher did need additional certification, teacher would be supported with ongoing professional development to meet certification needs.</p> <p>In the event of a pedagogical vacancy, strenuous efforts are made to hire a HQT.</p> <p>Teachers are recruited using the open market and ATR pool when appropriate. Prospective teachers are interviewed by a team consisting of school administrators and teacher leaders. New teachers are supported through the formal mentoring process and through involvement with colleagues on teacher teams.</p> <p>All teachers are supported through high quality professional development delivered by the school instructional leaders, by district and central personnel, publishers of curriculum materials and other vendors. Teachers also participate in professional development activities during the dedicated time on Monday with most teachers involved in Professional Learning Communities based on self-identified learning goals. A teacher resource room is maintained that includes an extensive professional library, curriculum materials, sample lessons, classroom charts, etc.</p> <p>Retention strategies include supporting the teachers in developing their effectiveness using the research based Danielson Framework. Teachers develop individual professional goals and school administrators provide support and assistance as needed. Teachers are observed formally and informally using the Danielson rubric and provided with feedback and discussion. Assistance to improve effectiveness may include lesson modeling, low inference observation and feedback, intervisitations, professional development workshops and materials.</p> <p>All teachers are part of a grade level team with meetings facilitated by an instructional leader. Teachers are assigned to grades taking into account their preferences, experience and professional capacity for the assignment. Teacher teams identify instructional materials, strategies, and curriculum plans for their grade and school administrators facilitate the acquisition of materials and supplies.</p> <p>Teachers are provided with time to meet the planning and instructional requirements of their assignment. The weekly schedule includes at least 1 common planning period for each grade in addition to the time provided on Monday and Tuesday after school to provide the additional time and support needed to develop effective Common Core Learning Standards-based instruction to meet the needs of all students.</p> <p>If a vacancy occurred and was filled by a teacher who was not highly qualified, Title 1 funding may be used to assist the teacher in meeting requirements</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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PS 31 has identified instructional leaders on each grade who can model lessons, provide resources and engage in discussion with other teachers on grade, Teachers are encouraged to visit other classrooms to observe best practices and request low inference observations and feedback from peers. Teachers are surveyed to identify professional development needs and coordinate the delivery of professional development based on those needs. Teachers and paraprofessionals form Professional Learning Communities (PLCs) based on self-identified needs. PLCs based on book study identify action plans to improve teaching practice and assess impact of change. As indicated above, teachers also participate in teacher team meetings and identify the professional development they need to enable all students to meet the CCSS.

Teacher, principal and assistant principal attend citywide and district sponsored training as well as training offered by representatives of CCSS based curriculum. Information is turnkeyed to effected staff.

School administrators conduct formal and informal observations and provide feedback to teachers including opportunities for professional development with a specific focus to address identified needs.

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

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

80 minutes of professional development time on Monday afternoon is used for book clubs, turnkey training, team meetings and other professional development activities. 35 minutes after school on Tuesdays is used for teacher team meetings.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**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.).

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

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

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	282,783.00	x	13,18,20,24
Title II, Part A	Federal	65,215.00	x	13,18,20,24
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,451,802.00	x	13,18,20,24

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

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

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

**conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- 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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **William T Davis School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **William T Davis School** will support parents and families of Title I students by:

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-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) Template**

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

#### **I. School Responsibilities:**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;

- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's 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>William T Davis School</u>	DBN: <u>31R031</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>27</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</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 total enrollment at PS 31 is currently 457 students encompassing grades pre K through 5.

- 26, approximately 6%, have been identified as English Language Learners (ELLs).
- 46% of the ELLs are also students with disabilities (SWDs).
- 35% of the ELLs are Beginners, 30% are Intermediate and 35% are Advanced based on NYSESLAT and NYSITELL testing.
- 15 students have been receiving ESL service for 3 or more years and
- 9% of the students progressed at least one level between 2013 and 2014

Rationale:

Our rationale for this program is based on the above data regarding testing and progress as well as ELL periodic assessments and informal observations. The data indicates a need for intensive instruction in reading and writing to attain English proficiency. This academic intervention must also include reading and writing in the content areas including science, social studies and math in using ESL methodologies to meet the Common Core Learning Standards. The Title 3 after school program is designed to develop skills in listening, speaking, reading and writing in the English language. The goals for the program are to

- Attain English Language Proficiency
- Meet or exceed New York State and City expectations and standards
- Develop these skills in content areas including math, social studies and science.

Subgroups include general education and special education students. Grade levels include Kindergarten through fifth grade. In addition to all ELLs, the program will be offered as a transitional service to former ELLs.

Schedules and durations:

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

Language of Instruction:

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

Number and type of certified teachers:

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

Types of materials:

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

As part of our "cultural studies approach" to literature, students engage in a unit of study of folk and fairy tales from a variety of cultures and historical periods. The unit includes a study of the literature

## Part B: Direct Instruction Supplemental Program Information

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

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

To increase parent engagement, parents of ELL students are also invited to attend these trips.

## Part C: Professional Development

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

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

Begin description here: \_

Ongoing professional development is required to meet the instructional needs of ELL students. Instruction must be scaffolded and differentiated to provide access to the curriculum for the ELL students. All teachers are encouraged to attend professional development workshops provided by the Department of Education, UFT, etc.

In addition, the certified ESL teacher who is also the Title 3 program teacher attends professional development workshops and meetings offered by the network instructional specialists and other Department of Education staff. Topics for this professional development include acquisition of English language skills, Universal Design for Learning, differentiation of instruction and data collection and analysis.

The ESL teacher provides rigorous professional development during after school workshops to teachers of ELL students. The professional development curriculum includes the following topics: explanation of the mandates for ELL instruction, orientation process for parents and students, assessments including NYSITELL and NYSESLAT, stages of second language acquisition, ESL standards, ESL instructional methodologies, and learning styles of ELL students. The curriculum is designed to enable all teachers of ELL students to deliver high quality instruction to the limited English proficient students.

The ESL teacher provides four 90 minute workshops during the professional development extended day for groups of certified common branch and special education teachers to cover the above curriculum. In addition, each teacher may meet with the ESL teacher during professional development periods to analyze the design of individual lessons to incorporate ESL methodologies and to ensure access to the curriculum for the ELLs. The ESL teacher will also provide professional development in the analysis of performance data to individualize teaching and learning approaches. Since this professional development will be performed during the extended day, Title 3 funds will not be used for it.

Ongoing professional development is also available during the school day. Common branch and special education teachers are encouraged to observe ELL lessons conducted by the ESL teacher during the pull

### Part C: Professional Development

out portion of instruction. The ESL teacher is also available to model lessons in the classroom. All teachers receive ongoing professional development in the planning and delivery of literacy and math lessons for all students including ELLs from other teachers and network staff.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ Rationale:

Parent engagement in the school is important for student academic and social success. All parents are encouraged to attend and participate in PTA, school safety and school leadership team (SLT) meetings. Participation is encouraged through the use of translation and interpretation services in Spanish, the most common language for the ELLs. Each meeting is held once per month and each lasts about one hour. SLT Walkthroughs are held several times per year during which parents may visit several classrooms accompanied by instructional staff to observe and discuss instruction. This empowers the parents to become engaged with the curriculum, school staff and community.

Single topic workshops are facilitated by the parent coordinator. These topics include core curriculum expectations, literacy, conducting a read aloud, New York State testing, planning for the science fair, and other topics of interest identified by the parents. Translation and interpretation in Spanish are provided at these events by parent volunteers. The school has partnered with Literacy Inc to provide parents with the training to serve in the school as reading volunteers. Volunteers may choose to read to students in English and Spanish and Spanish language fiction and non-fiction books are provided. Classroom teachers have scheduled grade appropriate homework help sessions for all parents and interpretation services are provided. In addition, copies of math program materials are provided to parents in Spanish so they can assist their children at home.

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

Report cards are provided to parents in their native language when available. Monthly progress reports also keep parents informed of their child's progress and these are available in English and Spanish. Parents are notified of activities through bi-monthly school newsletters, letters and notices that are backpacked home and word of mouth by volunteers who translate information during morning arrival and afternoon dismissal.

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

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

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

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

**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 <b>31</b>	Borough <b>Staten Island</b>	School Number <b>031</b>
School Name <b>William T Davis School</b>		

### 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 <b>Linda Woolverton (IA)</b>	Assistant Principal <b>Elaine Arnold (IA)</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ENL (English as a New Language)/Bilingual Teacher <b>Debra Schwartz</b>	School Counselor <b>Danna Taylor</b>
Teacher/Subject Area <b>Kathleen McBratney/CB</b>	Parent <b>Maria Teozol</b>
Teacher/Subject Area <b>Veronica Romero/Sp Ed</b>	Parent Coordinator <b>Diana Patras</b>
Related-Service Provider <b>Marissa Nieves</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>n/a</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	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)	438	Total number of ELLs	29	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

**This school offers (check all that apply):**

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	29	<b>Newcomers</b> (ELLs receiving service 0-3 years)	16	<b>ELL Students with Disabilities</b>	18
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	12	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	16		10	12		7	1		1	0
<b>Total</b>	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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	4	2	6	3	4	9								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	0	1	3	0	0	5	0	0	0	0	0	0	0	0
<b>Emerging</b> (Low Intermediate)	3	1	0	0	0	1	0	0	0	0	0	0	0	0
<b>Transitioning</b> (High Intermediate)	1	0	0	2	2	3	0	0	0	0	0	0	0	0
<b>Expanding</b> (Advanced)	2	0	3	1	3	0	0	0	0	0	0	0	0	0
<b>Commanding</b> (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	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

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					1									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Early literacy skills are assessed using the TCRWP four times per year. In September 2014, 100% of the ELLs were assessed at level 1 based on the benchmark levels for their grade. In June, 2015, 100% of the ELLs remained at level 1 based on the June benchmarks for their grade. From September to June, 30% of the students did not increase in the independent reading level, 10% increased in one reading level, 40% increased by 2 levels, 10% increased by 3 levels and the remaining 10% increased 5 independent reading levels. Instruction was tailored in part based on the characteristics of these levels and the error analysis of the running records. For instance, students reading at Level A and B need to solidify letter-sound relationships, word by word matching of the spoken to written word and decoding basic words. Students at level G and H need more complex word solving strategies and are beginning to encounter challenging vocabulary.  
  
 Analysis of reading record miscues and error patterns indicates that students show progress in grade level phonics skills. However, the lack of fluency when reading impacts comprehension. Supplemental curriculum material for the Core Knowledge program is used to provide additional instruction to ELL students. Comprehension is also impacted by the need to develop appropriate vocabulary and background information. Guided reading instruction to develop understanding of text structures and strategies to identify word meanings are indicated to improve comprehension. Repeated readings and accessing audio recordings of books to improve fluency are also indicated. Development of written expression skills including spelling are also included in the instructional plan for ELL students. The current school-wide plan of reading an article each day and creating a written response is further differentiated for ELL students to include an emphasis on vocabulary, especially tier 2 words that will be encountered in academic reading.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Of the 21 students who took the NYSESLAT in 2014 and 2015, 2 (or 9.5%) advanced one level. The remainder of the students stayed at the same level. Based on the NYSESLAT, 29% of the ELL students are at the Entering level, 16% are Emerging, 26% are Transitioning and 29% are Expanding.

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

Based on the AMAO tool, PS 31 did not meet the AMAO for 2014-2015. The target was 15% and the school was -9.12. For 2015-2016, PS 31 is not projected to meet the AMAO of 15.6%.

In the analysis of risk level, 28% of the students are on track to meet expected progress. 11% of the students are at risk level 1, 33% are at risk level 2, 5.5% are at level 4, 11% are at level 5, 5.5% are at level 6 and 7 respectively.

Most students are at risk because they did not make adequate progress on the NYSESLAT in the reading and writing strands. Students demonstrate progress on listening and speaking. Based on this information, we will continue to place additional emphasis on reading and writing using the common core curriculum on a daily basis. The literacy instruction includes emphasis on developing vocabulary and background knowledge. Because of our instructional plans to differentiate instruction, small group guided reading instruction is provided on a daily basis. The ENL teacher pushes into classrooms to deliver support and instruction during academic periods. Instructional priorities are determined for each student based on data from progress monitoring through running records, teacher observation and other content area formative assessments.

4. For each program, answer the following:

- 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?

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

a. As of this date, data is not available from the 2014-2015 testing year. This will be updated when information becomes available. All but one ELL student took exams in English as they are not proficient in reading their native language. One student opted to take exams in his native language.

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

c. The ELL periodic assessment reveals that students continue to need instructional intervention in reading fluency and comprehension skills. The assessments are a useful tool to evaluate student progress in listening, speaking, reading and writing. The results are disseminated to the classroom teacher by the ENL teacher. The teachers collaborate to identify areas for instruction from the results. Both the ENL teacher and the classroom teacher allow for opportunities for the student to speak in their native language by pairing them with a buddy speaking the same language. There is also a dual language library available in the ENL classroom as well as in the PS 31 Robin Hood Library which is available to students, parents and teachers. Parents are encouraged to read to their children in their native language. Spanish speaking parents are provided with copies of workbooks in Spanish when available to enhance their ability to assist their children in the content area.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]

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

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

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

We use data from multiple sources to inform instructional decisions. Teachers must be aware of the students language background, educational and experiential background and extent of proficiency in second language. With this information, for example, the teacher may make an instructional decision to identify words and concepts that need further explanation for the ELL students.

Teachers must incorporate different ways for ELLs to show their understanding allowing for a variety of ways to respond. In collecting

data for an ELL student, the teacher must identify the students' strengths and areas of need. Instructional decisions should be considered that ensure the learning experiences connect to relevant issues for the ELL when possible. The ELL student is provided with opportunities to work in pairs and small groups. Learning objectives are displayed for the student in a manner the student can understand. Charts that are easily understood by the ELL student are clearly displayed. The classroom teachers and the ESL teacher work collaboratively to ensure that the instructional decisions are appropriate to the second language development of the ELL student

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the 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?

not applicable

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section.

The following 4 steps are followed for the initial identification of ELLs.

Step 1 The Home Language Identification Survey is administered by a licensed pedagogue.

The Home Language Identification Survey (HLIS) is used to determine the student's home language as part of general intake procedures coordinated by pupil accounting secretary Jennifer Gigliotti. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another).

A licensed pedagogue (Debra Schwartz, the school's ELL coordinator, or Kathleen McBratney, teacher) completes the HLIS with the parent and ensures timely entry of this information into the designated ATS screens (e.g., QADM). The above named pedagogues are English speaking. If a language other than English is indicated, the parent/guardian is provided with the HLIS in their native language if available. If the HLIS is not available in that language, an oral translator is used. In the event a translator is not available at the school level, the interpretation and translation unit is called for assistance. When a language other than English is indicated, the oral interview of the parent and student is continued in the native language. Interpretation is provided by the bilingual family worker, Evelyn Maldonado, or bilingual paraprofessionals, Sara Merino, Judith Watson, or Otilia Harry for Spanish speaking parents, and by the parent coordinator, Diana Patras, for Chinese speakers. Interpretation in other languages is facilitated by parent volunteers or by a phone call to the translation and interpretation unit.

The licensed pedagogues have been trained in cultural competency, language development, and the needs of English language learners and use a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands .

The completed HLIS forms are placed in the student's cumulative file by the pupil accounting secretary, Jennifer Gigliotti, and remain a part of the student's permanent record

If the student's home language is English, the ELL Identification Process terminates at this step; if the student's home language is not English, the ELL Identification Process continues.

Step 2: NYSITELL Eligibility is determined

For students whose home language is not English, the pedagogues listed above will administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility.

A. A student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student is dominant in English. As a result, the pedagogues will determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. Therefore, the trained pedagogues listed above will do the following:

1. Interview the student in both English and the home language using the assistance of the translators listed above or the NYCDOE translation unit
2. Review student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, the school may use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners .

Eligibility to take the NYSITELL is determined. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL, we continue to step 3.

#### Step 3: Administration of the NYSITELL

The NYSITELL is administered by the ELL coordinator, Ms. Schwartz. Answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

#### Step 4: The Spanish LAB is administered if needed

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB at the time of initial enrollment (or reenrollment) by Ms. Schwartz during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

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).

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. The school follows all of the same steps outlined above to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the following SIFE Identification Process is used

For newly identified ELLs, who are in grades 3-5 and are at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results, the ESL coordinator, Ms. Schwartz, administers the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, she also administers the Literacy Evaluation for Newcomer SIFE (LENS).

Initial SIFE status is made within 30 school days from initial enrollment. The status is indicated in the DOE data collection system (BNDC)

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).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of

- A school/district administrator (Principal, Linda Woolverton, Assistant principal, Elaine Arnold)
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages (Debra Schwartz, certified ESL teacher or Felicia Smith Stephen, teacher with bilingual extension)
- The director of special education or individual in a comparable title (Rona Koenig, school psychologist, Eileen Kelly, IEP teacher)
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 years.

1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following: the result of Step 1 (see above), the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English .

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or

whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

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.

Within 5 school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language),

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

Ms. Schwartz prepares the letters in the parents' preferred language and hand delivers them to parents when possible. If hand delivery is not practical, the letters are mailed home and a copy is back-packed home with the students.

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).

The Entitlement Letter which is sent to parents in their preferred language informs parents of their right to appeal within 45 days. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs.

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

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

Parents are notified of the right to appeal by the ELL coordinator at the time of the initial interview. The ELL coordinator or parent coordinator Diana Patras follow up with the parent when the entitlement letters are sent home in the preferred language.

The re-identification process must be completed within 10 school calendar days of receipt of the written notice. If CSE must be consulted the process must be completed within 20 school calendar days. If the recommendation after review is to change the ELL status, the parent/guardian or student if he/she is 18 years old signs a notification acknowledging the recommendation to change the ELL status. The relevant documents and recommendations are sent to the superintendent for review and final decision.

Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student if 18 years or older in the parent's preferred language within 10 school days from receipt.

All notifications and relevant documents are kept in the student's cumulative folder.

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

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

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

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- If the student qualifies as an ELL after the administration of the formal initial testing (currently NYSITELL), an entitlement letter is sent to the parent in their preferred language by the certified ESL teacher. Letters are hand delivered to parents when possible. If hand delivery is not practical, they are mailed home and a copy is back-packed home with the students. Through this letter they are invited to the above referenced orientation session which takes place within 10 days of enrollment and provided with a parent survey and selection form. At the orientation, the parent watches the orientation video, receives a brochure explaining the program and has an opportunity to discuss all programs with the certified ESL teacher. The parent can then complete and return the survey and selection form. The certified ESL teacher telephones parents who do not respond to the orientation invitation as an outreach effort. An additional copy of the invitation is backpacked home with the students. The parent coordinator may also attempt to contact the parent by phone. If a parent does not make a selection after all outreach efforts have been exhausted, the default program is Transitional Bilingual Education as per CR Part 154.
- The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form is provided to the parent upon request.
- Parent choice is recorded on the ELPC screen on ATS.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. As indicated above, outreach is made to parents by either the ESL teacher or parent coordinator. Outreach includes resending letters and phone calls.
- The ESL teacher and parent coordinator document all attempts to gather initial parent selection preference; the documentation is maintained by the certified ESL teacher in an ELL binder which is located in room 311.
- While waiting for the form to be returned, the student is placed in the ENL program as that is the only one currently available in the school.
- Parent choice is recorded in the ELPC screen in ATS. On the eighteenth school calendar day after initial enrollment, "Parent did not return the survey" is selected if it has not been returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
- The ESL teacher logs information for all students who are tested and the results of the determination. Teacher indicates on the log the placement decision and date letter was distributed. A copy of the letter is maintained in the ELL binder. Letters are mailed home and a copy is backpacked with the student.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation are part of the students record and are maintained in their cumulative record. The ENL teacher Ms. Debra Schwartz is responsible for placing the documents in the cumulative record file. The cumulative files are maintained by the classroom teachers. Classroom teachers have access to all ELL documentation. The ENL teacher maintains copies of records in the ELL binder which is maintained in a locked cabinet in room 311.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The ENL teacher maintains the list of students to be tested based on entitlement. Information is taken from ATS reports such as the BESIS, RLAT, RLER, RYOS,, to confirm that all eligible students have been identified. The certified ESL teacher and the testing coordinator work together to create a testing schedule to ensure that all sections of the NYSESLAT are administered to all ELLs in accordance with the mandates of the NYS and NYC Departments of Education. As students take each section, the completion is noted on the schedule to ensure that all students complete test. Students who are absent are tested when they return provided it is within the testing window. Medical or other documentation is obtained in the event a student is absent for the entire testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- The ENL teacher reviews NYSESLAT test scores for all students. The teacher generates continued entitlement letters for students who scored less than commanding on the NYSESLAT and transitional support letters for ELLs who scored commanding on the NYSESLAT . . Letters are sent to parents no later than September 15 of the school year in which the student continues to be entitled or tests out. Letters must be sent in the preferred language of the parent. (Transitional support is for ELLs that test out as per their score on the NYSESLAT. Former ELLs receive 90 minutes a week of integrated ENL in the content area as per CR Part 154.2)
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).
- The trend over the past few years has been to choose the free standing ESL program. This year, the selection for the 3 new ELLs was ESL as their first choice. Last year, the first choice for the 4 new admits (2 in Kindergarten and 2 in grade 2) was bilingual as the first

choice and ESL as a second. Three special education students were recommended for bilingual programs on their IEP. In the absence of that program, they are receiving the services of a bilingual paraprofessional. The first choice for the remaining ELL students was ESL as the first. Therefore, this is currently the only program model that is offered at our school. Parent selection and enrollment forms are reviewed periodically to ensure program models offered at our school are in line with parent requests. We are now using the ELPC screen to track the trends in parent choices. a certified teacher with a bilingual extension is currently on staff and is available to teach a bilingual class if that is required.as per the Aspira consent decree.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction 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.  
 The school has a free standing ENL program. A typical schedule for students at the beginning/entering level of proficiency as well as the low intermediate/emerging level of proficiency involves 4 integrated periods of not less than 45 minutes each per week and 4 standalone periods of not less than 45 minutes each per week, for a total of 360 minutes. A typical schedule for an intermediate/transitioning level of proficiency is two 45 minute period each week of standalone ENL and two 45 minutes of inegrated service for a total of 45 minutes. Advanced/expanding student receive 180 minutes of integrated instruction consisting of four 45 minute periods each week. Proficient/commanding students receive 90 minutes of integrated instruction consisting of two 45 minutes per week. The program model for standalone periods is primarily heterogeneously grouped by grade with no more than 2 consecutive grades together. During integrated periods, students are heterogeneously grouped and are instructed by the ENL and content area teachers. Content area covered during the integrated periods consists of literacy, math, science and social studies. Content area is also incorporated into standalone instruction especially through an emphasis on non-fiction literacy and informational texts. All instruction is provided by the certified ENL teacher.  
 The integrated service takes place in a classroom on the students' grade with the ENL teacher pushing in to instruct along with the classroom teacher. The standalone service is provided by the ENL teacher in a classroom dedicated for that purpose (room 311).
  - b. TBE program. *If applicable.*  
 not applicable
  - c. DL program. *If applicable.*  
 not applicable
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)?

Mandated instructional minutes are provided to all students. School administrators review student data and teacher schedules to ensure that the program model is followed. IEPs are reviewed by school administrators and the school assessment team. Currently students whose IEPs mandate bilingual instruction are assigned alternate placement paraprofessionals as PS 31 does not have a transitional bilingual class. These paraprofessionals provide native language instruction and the ENL teacher provides English language instruction. PS 31 has one full time ENL teacher who ensures that students are served in the free standing ENL period in accordance with the instructional minutes mandated according to the proficiency levels. Beginner and Low Intermediate students receive 360 minutes of ENL instruction while Intermediate and Advanced students receive 180 minutes. Proficient students (former ELLs) receive 90 minutes of integrated service each week.

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

SAMPLE STUDENT SCHEDULE 2015-2016 ELL Student

ENL Program Type: Free Standing ENL Program (standalone and interated) Proficiency Level: Beginner/Entering

Period	Time	Subject
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1	8:23-9:13	Reading, Skill instruction and practice
2	9:16-10:06	Math
3	10:09-10:59	Social Studies, Science, Gym, Art or Music
4	11:02-11:52	Lunch
5	11:55-12:45	ENL (standalone) 4 times per week
6	12:48-1:38	ENL (integrated) 4 times per week Content area instruction such as math, writing, literacy, social studies or science
7	1:41-2:35	Content area instruction such as literacy, math, writing and daily reflection
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. The ENL teacher follows the school wide common core curriculum to ensure that students receive Common Core Learning Standards based instruction ELL methodologies are employed in the delivery of instruction. To encourage ELL students to become self-directed learners rather than teacher-dependent learners, the ENL teacher demonstrates proficient models of both oral and written English language. To further the infusion of content instruction, the ENL teacher uses a combination of minilessons, guided practice and independent practice, collaborative learning partnerships, and computers practice. . The ENL classroom is visually rich including paired pictures and words to encourage acquisition of English language vocabulary. The ENL teacher works collaboratively using a team teaching approach with the classroom teacher during integrated periods providing on-going assistance including the necessary English language vocabulary in the content area instruction. Both the ENL teacher as well as the classroom teacher provides concrete experiences which will allow the language to become comprehensible. There is flexible grouping in the ENL classroom as well as the regular class based on the academic needs of the student as evidenced by the data obtained from various sources including NYSITELL and NYSESLAT and periodic assessments. The ENL teacher meets with teachers on common preps, informal meetings, teacher team inquiry meetings, and during articulation opportunities to determine the most effective way to provide content area support for ELLs. Planning includes adapting common core based lessons for the classroom to support ELLs and planning to integrate content information in the standalone ENL periods as well as the inegrated periods. The ENL teacher creates a partnership with the classroom teacher to enhance communication between parents and teachers.	
4.	How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year? Students whose native language is Spanish are initially assessed with the Spanish LAB. Additionally, Spanish proficient paraprofessionals are available to translate assessment information for students to determine their acquisition of content area knowledge. New York State assessments in Math and Science are obtained in translated versions so that students are assessed in their native language whenever possible. When translated state assessments are not available, students may be provided with a translator. Additionally, students are provided with bilingual glossaries. Home language books and materials are maintained in the school library and the ENL classroom. Students may choose from these materials and respond to comprehension prompts given in writing and verbally by a proficient speaking peer who shares the same home language. Their response can then be translated so the teacher can assess literacy skills. Whenever feasible, students are paired with other students with the same home language to give an opportunity for speaking and listening skill practice. Students who are referred to the School Assessment Team for evaluation are evaluated by a bilingual team.	
5.	How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Listening, Speaking, Reading and Writing are components of the Common Core Learning standards. Formative assessments are conducted in line with the Common Core based literacy curriculum to ensure that student learning is assessed and additional instruction is provided. ELL students participate in performance assessments which are assessed using a rubric and next steps are identified. ELLs also participate in the ELL periodic assessment. Reading fluency with comprehension is assessed using running records a minimum of once per quarter. Emphasis is placed in the classroom and the ENL program on speaking and listening. Several other assessment tools are implemented such as mulitple choice questions, open ended questions, essays, oral presentations and demonstrations. Being A Writer curriculum is used to assess and instruct students in skills and strategies for writing.	
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 Instruction is differentiated for ELL subgroups as follows: a. SIFE: Although we currently have no SIFE students, our plans for Students with Interrupted Formal Education include intensive support in all academic content areas. Individualized goals are established based on assessment data. Small group instruction and individualized programs using technology are employed. In addition, before and after school sessions are made available to the student to provide additional individualized instruction. b. ELLs in schools less than 3 years: classroom strategies include: *Providing a buddy that speaks the same language when possible	

- \*Providing an English speaking buddy to demonstrate routines and procedures
- \*Creating opportunities for new students to participate in all school-wide activities.
- \*Providing visual support such as charts, word walls with picture cues, picture cards , graphs or videos
- \*Allowing opportunities to interact with classmates at a teacher directed center or guided reading instruction
- \*Using books accompanied by audiocassettes to allow the students to master English skills while using a visual aid simultaneously.
- \*Using bilingual dictionaries to assist in translation where applicable.
- \*Providing continual praise/encouragement of the child's success
- \*Specific instruction and assessment in listening and speaking
- \*Progress monitoring using formal and informal assessments to establish individual goals in listening, speaking, reading and writing
- \*Use of technology to individualize instruction in reading, listening, speaking, math and other content areas
- \* After school test preparation instruction led by a certified ENL teacher
- \*The instructional plan for all ELLs including Students With Disabilities (SWD)are aligned with the state standards in ELA and math.

Teachers prepare students for state exams using a standards based curriculum. Test preparation strategies and materials are used as part of the instruction to prepare students for the testing process. Students are also provided with testing accommodations in the classroom as well as on the state exams.

- c. ELLs receiving service for 4 to 6 years: in addition to continuing strategies from above, emphasis is placed on reading and writing instruction. Results of assessments including NYSESLAT, ELL interim assessments, periodic assessments, NYS ELA and Math exams are reviewed to determine zone of proximal development so that instructional goals that be accurately set.
- d. Long term ELLs require additional targeted instruction in areas where progress has not been made. Such instruction is in addition to any ENL services and may be provided by the AIS teachers or by the classroom teacher. This additional instruction will consist of no less than 30 minutes of small group direct explicit instruction at least 3 times per week.
- e. Former ELLs are supported for up to 2 years if needed, They may be provided with ELL test accommodations during that time on classroom as well as state tests. These students are provided with two 45 minute periods a week of integrated ENL services in the content areas and may continue to participate in any before or after school programs intended for ELLs. They may also be supported in the AIS or reading Volunteer program.

7. 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.
- All students who are re-identified are assessed using an appropriate formative assessment in the content areas to identify areas where additional instruction is required. If indicated by assessment results, additional instructional interventions are identified that can be applied during small group instruction. Progress will be tracked until student has made sufficient progress.
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?

IEPs of all ELL students are reviewed to determine the mandated services. ELLs with special needs are serviced in accordance with their IEP. ENL services are provided when indicated on the IEP in addition to other mandated services. SESIS and ATS reports are reviewed to determine that mandated services are initiated. When an IEP mandates bilingual instruction, an alternate placement paraprofessional is assigned to the student to ensure bilingual support in the classroom since a bilingual class is currently not available. The student is also provided with ENL services based on their level. The ENL teacher, speech teachers and classroom teachers collaborate in identifying and delivering appropriate interventions for these students. These students are also eligible for Academic Intervention Services (AIS) that may includes additional instructional materials, resources and instruction by AIS teachers. Reading volunteers and Learning Leaders may also assist these students. Grade level curriculum is used with differentiation to accommodate the needs of the ELL-SWDs including opportunities to listen to materials during teacher read alouds, audio books and the use of technology such as Raz-Kids. In the classroom, students frequently work in pairs or small groups. Students are provided with the opportunity to engage in oral discussion and reports to strengthen speaking skills in accordance with grade level standards. Supplemental reading and writing material is used to facilitate development of literacy skills. This includes use of Wilson reading program, Source Books, Making Meaning reading comprehension program, Being a Writer, grammar and vocabulary workshop materials. These materials are available for all grades. Through Reading A to Z, teachers have access to leveled books which can be matched to students based on appropriateness. They include high interest readable texts to maintain age appropriateness for the older students.

Graphic organizers and vocabulary instruction using context and pictures from [textproject.org](http://textproject.org) are used as an additional strategy to provide access to content and accelerate English language development.

Chart 7 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?

ELL students with disabilities are initially placed in the least restrictive environment following an evaluation in their native language. ELLs are placed in a general education classroom if they receive Special Education Teacher Support Services (SETSS) and an Integrated Co-Teaching (ICT) classroom with 60% of the students being general education and 40% being special education. Decisions to place students in these programs are based on the level of academic support the student requires. During standalone ENL periods, SWDs may be included with ELLs from general education classes in accordance with the group size specified on their IEP. ELL-SWDs are included with general education students during gym, art, music periods and lunch/recess time. Trips and other activities are planned on a grade level basis so that all students can participate equally. Instruction is planned on a grade level basis and the additional supports that may be needed by an ELL-SWD are identified in the planning process so that the student can continue to receive services in the least restrictive environment.

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

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

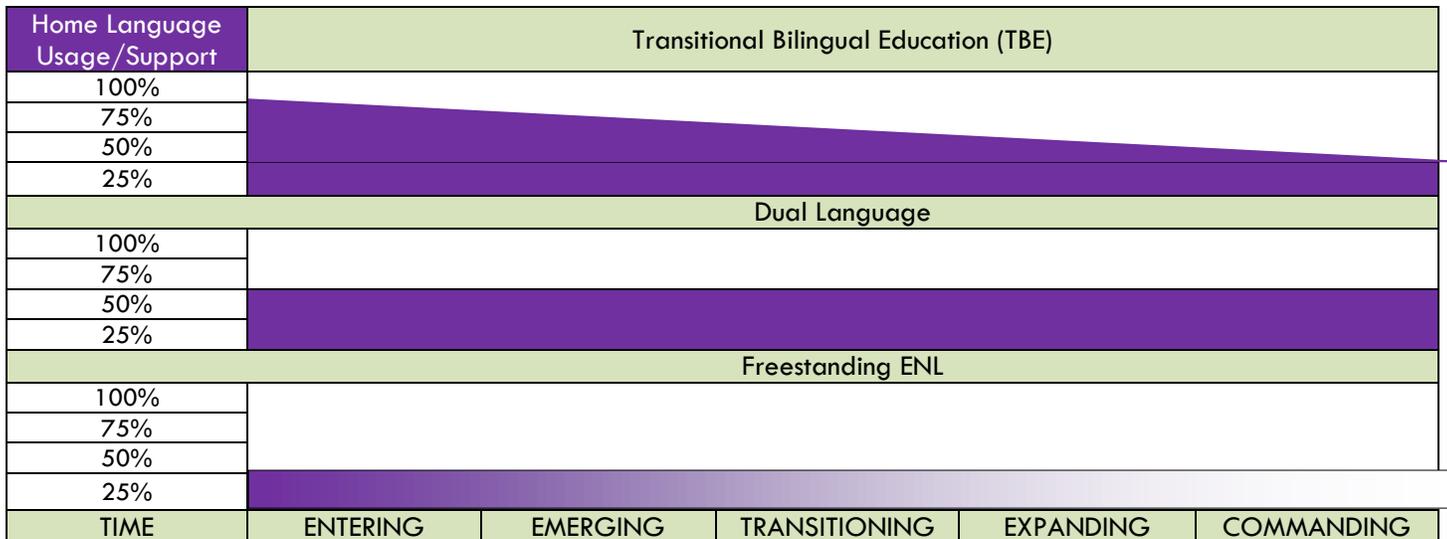


\*Note: “other approved services” does not apply to New York City at this time.

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. Targeted interventions programs for ELLs in ELA, math and other content areas are offered in English as follows.
- New Heights Reading Intervention
  - Explode the Code and Core Knowledge phonics (Grades K-3)
  - Being A Writer; research based writing intervention (all grades) Making Meaning; a research based reading comprehension intervention (all grades)
  - Wordly Wise vocabulary (Grades K-3)
  - Sadlier Oxford Vocabulary Workshop program (Grades 4-5)
  - Daily small group instruction in reading strategies provided by AIS or classroom teacher. Materials used for this reading include books and passages from the content areas of science and social studies.
  - Daily small group instruction in math content and strategies provided by AIS or classroom teacher
  - Differentiated instruction in all content areas
  - Individualized instruction using technology such as Raz-Kids.
  - Center based activities such as ETA Cuisenaire Writing Destination and Conversation Cues Oral language Cards
  - Home Team Advantage Literacy Tool Kit NYSESLAT and Beyond workbooks (all grades) These interventions are offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is effective in aligning content and language development as the result of the collaborative work between the classroom teacher and the ENL teacher. The ENL teacher participates on teacher inquiry teams to assist in analyzing student work and making instructional decisions. The ENL teacher pushes in to classrooms during content area instruction to make the learning more accessible for her students. ELL students are fully integrated in the classroom environment to satisfy the need to develop and apply the language of the content area. ENL standalone instruction is designed to support the student with activities that match the specific English proficiency level of that group.
- The ENL teacher reviews student records and new enrollments to identify all ELL students. As they are identified, the ENL teacher notifies all teachers of those students.
- All students are evaluated using running records 4 times a year. Reading levels are compared to grade level benchmarks to determine student progress.
12. What new programs or improvements will be considered for the upcoming school year?
- ELA curriculum (Core knowledge for grades K-2 and Expeditionary Learning for grades 3-5) is reviewed on an ongoing basis to identify areas for improvement and additional resources. For the upcoming school year, each unit of study is being adjusted to document potential ELL and SWD adjustments to allow for differentiation and use of ELL strategies. The Go Math curriculum is used schoolwide. Units are being reviewed to include increased use of manipulatives and multiple entry points into the curriculum. In addition, we are integrating the Being A Writer research-based writing curriculum into literacy instruction as NYSESLAT data shows lack of progress in this area. The Core Knowledge grade 3 skills strand materials are being considered for additional support. In addition, Explode the Code, an Orton Gillingham based phonics program, will be added based on students needs. A school-wide program to increase reading comprehension is relevant for ELL students. It includes reading daily to build background knowledge and vocabulary.
13. What programs/services for ELLs will be discontinued and why?
- We do not anticipate discontinuing any programs at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. Currently the school does not have after school programs. When after school programs are offered they are open to all students. Invitations to all programs are translated in the preferred language so that parents can understand and consent to the student's participation. Interpretation is available at parent workshops, parent teacher conferences and PTA meetings so that parents have appropriate access to information. To ensure that ELLs have equal access to curriculum programs during the school day, students with the same native language are grouped for certain activities to assist each other. Also when needed, a translator will assist in clarifying instructions to student. Bilingual glossaries and dictionaries are available to assist students access content area materials. When available, Spanish language curriculum materials are provided to parents to enable them to support students with home based assignments.
- When Title 3 funds are available, the school has an afterschool program for additional literacy and test preparation. The goal of afterschool test preparation programs is to provide students with additional practice in the skills and strategies. required for standardized testing. The rationale for such programs is that students need additional time and support in a small group setting to facilitate the development of these skills. The goal of the arts enrichment program is to provide students with additional access to drama, music and visual arts. The rationale is to provide all students with an opportunity to experience success with and enjoyment of the arts. This program is funded in collaboration with a CBO, Sundog Theatre.

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.

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

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

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

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

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

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

Required services and resources are selected to correspond to the ELL students' ages and grade levels. Common Core Learning standards for each grade are consulted to ensure materials are rigorous and in line with expectations for students. Instruction is altered to provide the scaffolding required for student success with the grade level curriculum. Material are adapted as needed. Teachers meet by grade to collaboratively review curriculum and analyze student work. As part of this process, teachers identify modifications to ensure accessibility to the curriculum for ELLs. Related service providers group students by age/grade when services are provided in a group setting.

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).

Before the beginning of the school year, all parents including parents of ELLs are invited to attend an orientation at the school. Students are invited to participate in a walk through of the school building to familiarize them with the school environment. Families of newly admitted students during the school year are offered the same opportunities for orientation and familiarization with the school environment. The parent coordinator coordinates activities for new ELLs and their families. She may be assisted by the guidance counselor, social worker, ENL teacher.

19. What language electives are offered to ELLs?

**Language electives are not offered.**

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)?

**not applicable**

## 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.)

Professional development continues on an ongoing basis throughout the school year. All teachers are engaging in a professional development during the 80 minute scheduled period each Monday. Our school will provide the following Professional Development opportunities to all teachers of ELLs including common branch teachers, special education teachers, speech teachers and the ESL teacher:

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

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

The principal and assistant principal participate in district and citywide professional development workshops. Paraprofessionals attend a professional development workshop on a monthly basis. Specific training sessions are scheduled as needed to provide paraprofessionals with skills and strategies to implement specific assignments. Secretaries attend district and citywide professional development. In addition, secretaries are provided with professional development by the certified ESL teacher in policies and practices for enrollment of students. Professional development is provided to parent coordinators, guidance counselors, psychologists, speech teachers, occupational and physical therapists on network and citywide basis. School facilitates the attendance of these providers at these workshops.

PS 31 has partnered with Readworks for professional development on a monthly basis. The focus of this professional development is to improve reading comprehension with an emphasis on building vocabulary and background knowledge. Additional strategies that are relevant for ELLs are incorporated into this work. The tentative dates for this professional development are 9/28, 10/26, 11/16, 12/14/2015, 1/25, 2/29, 3/28, 4/25, and 5/16/16.
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?

All staff are encouraged to pursue attendance at conferences and workshops. Teachers of ELLs were encouraged to attend curriculum based professional development that was held over the summer. In addition, as noted above, teachers are provided with continued training during in-school and outside workshops, on scaffolding curriculum to allow all students including ELLs to meaningfully engage in the Common Core Learning standards. All teachers of ELLs including the ENL teacher are part of a teacher inquiry team that meets weekly to analyze student performance in line with the standards. This inquiry process creates additional professional development opportunities to align instruction with the standards based on individual student needs. Professional development is focused on building vocabulary to increase acquisition of english language skills, providing multiple entry points into the curriculum and using formative assessments to develop effective instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

As students transition from elementary to middle school additional support is provided to the staff. Representatives from the middle school are invited to make presentations to our 5th grade teachers and students including ELLs and their parents in our school to provide information about the programs that are available. Parents and students are invited to open houses at the intermediate school to familiarize themselves with the programs and environment. The parent coordinator attends professional development in student enrollment opportunities and processes to assist parents. Teachers are familiarized with the middle school programs to assist students in preparing appropriate applications, portfolios and audition material if needed. Guidance counselor is provided with professional development by school leaders and ENL teacher to address student needs. Guidance counselor will serve as liaison between PS 31 and middle school to provide information about student needs to middle school to facilitate transition. Special education liaison conferences with middle school special education staff to assist in transition of ELLs with IEPs
4. 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.

A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 154.2 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. In addition to attendance at professional development 80 minute blocks on Mondays, teachers may attend district and citywide training, participate in book studies and classroom intervisitations. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. This professional development includes attendance at workshops, participation in book studies and review of supplemental instructional material for ELLs within the core curriculum. The ENL teacher is available to model lessons to classroom teachers. All teachers have access to professional materials such as the ELL resource library. Teachers are encouraged to participate in other professional development opportunities that may be offered by the Department of Education, UFT, etc. Participation in workshop instruction by the certified ENL teacher is documented with a sign-in sheet and agenda. Documentation of ENL training is maintained in the ELL binder which is kept in room 311.

### 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?

Annual meetings with parents are scheduled during Tuesday parent engagement time when practical. These meetings include classroom teacher, ENL teacher and other staff necessary to sufficiently inform the parent or guardian about the child's language development in all content areas in English. This meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. If it is not practical for the parent/guardian to meet during parent engagement time, the meeting will be scheduled at an alternative time during the school day. Attendance will be recorded and maintained in the ELL critical document binder maintained in room 311.

In response to 2. below, records are kept in the ELL critical document binder. In addition, the parent coordinator maintains a parent conference binder for all conferences.

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

There are additional opportunities for parents to become involved in the classroom. One Friday morning a month, parent are invited to visit their child's classroom and take part in the learning activities. Parents are also invited on class and school trips. Parents may also serve as reading volunteers, learning leaders and volunteer translators/interpreters.

Staff members are available in the lobby each morning to facilitate accessibility to staff and information.

Two of the parents on the School Leadership Team are ELL parents. They actively engage with other parents to encourage participation.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our parent coordinator hosts parent workshops on a periodic basis. The topics are suggested by parents and school staff. Representatives from community based organizations are invited to present relevant information to parents. These have included workshops by Literacy Inc, Health Plus, Early Childhood Direction Center, JCC Senior Care, New Brighton Community partnership, Universal Temple of the Arts, Sundog Theatre and Staten Island Mental Health. Translation and interpretation may be provided by the workshop presenters, school staff or parent volunteers.
5. How do you evaluate the needs of the parents? Parent needs are evaluated with input from Learning Environment Survey, discussions during PTA and other meetings and through contact with individual parents. Most parent inquiries are directed to the parent coordinator who can evaluate the parents needs and coordinate providing assistance. Communication of needs may require interpretaion/translation. Learning Environment Surveys are provided to parents in their native language. Spanish language interpretation is available by parent volunteers and staff members. Community volunteers are enlisted to provide interpretation/translation services on an as needed basis in other languages. When translator is not available, the interpretation and translation unit is called for assistance.
6. How do your parental involvement activities address the needs of the parents?

Parent involvement activities include attendance at PTA, Title 1, safety meetings and workshops. These activities provide parents with an opportunity to obtain relevant information about the school community and share opinions. Opportunities to observe classroom activities such as periodic classroom visits, two open school weeks, and classroom celebrations provide parents with access to information about the curriculum and school environment. Parents are also invited to chaperone class trips to participate in the learning experiences with their child. Curriculum materials in native languages are ordered when available and provided to the parents so that they may understand what their child is learning in school. Open door policy provides parents with access to school leaders to address individual concerns about students. Parental involvement activities address the needs of the parents by

providing information, facilitating communication and strengthening the connection between the home and the school. We are committed to collaborating with parents to achieve the maximum success for the students. Parent involvement activities enrich the communication between school, home and the community. Translation and interpretation is provided by parent volunteers, school staff members and the DOE interpretation and translation unit.

#### **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.

n/a

**School Name: The William T Davis School**

**School DBN: 31R031**

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)
Linda Woolverton	Principal		10/30/15
Elaine Arnold	Assistant Principal		10/30/15
Diana Patras	Parent Coordinator		10/30/15
Debra Schwartz	ENL/Bilingual Teacher		10/30/15
Maria Teozol	Parent		10/30/15
Kathleen McBratney	Teacher/Subject Area		10/30/15
Veronica Romero	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
Danna Taylor	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Marissa Nieves	Other <u>Speech teacher</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 31R031**      **School Name: The William T Davis School**  
**Superintendent: Anthony Lodico**

### 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](http://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

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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.

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

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

The home language for 86.6% of our students is English. Spanish is the most common language other than English. It was reported as a home language for 12.4% of the students. The remaining 1% of the languages include Arabic(.2% ), Ga.(.1% ), Hausa (.1%) , and Urdu(.1%).

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## Part B: Creating a Communications Calendar

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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.)

As indicated above, the home language for 13% of our students is not English. Spanish is the most common language other than English. Written translation services are required for documents pertaining to student performance and school activities.

The Department of Education provides translation of citywide documents on its website. These are used when available. In addition, our Spanish speaking staff members are available to translate school based documents. These documents include the parent handbook, calendars, announcements, letters about procedures, educational programs and activities such as state testing dates and overview of curriculum. In addition, parent volunteers are available to translate in lower incidence languages. An outside vendor will be used if school staff and parent volunteers are unable to produce a written translation. In the event a translation cannot be provided on a timely basis, parents are provided with information about the availability of translation and interpretation services.

2. 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.

Formal face-to-face meetings include the 4 parent teacher conferences scheduled by the Department of Education.

For students with disabilities, parents attend an annual meeting to review the IEP.

An annual meeting is also held with parents of ELL students.

For newly identified ELLs, parents attend an orientation.

Informal interactions include meetings to follow up on student progress, discuss attendance, student behavior and social emotional issues.

Tuesday parent engagement time is used to call or visit with parents on issues identified by the parent, teacher, guidance counselor, or school administrators.

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## Part C: Providing Language Assistance Services

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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.

As indicated above, the home language for 13% of our students is not English. Spanish is the most common language other than English. Written translation services are required for documents pertaining to student performance and school activities.

The Department of Education provides translation of citywide documents on its website. These are used when available. In addition, our Spanish speaking staff members are available to translate school based document. In addition, parent volunteers are available to translate in lower incidence languages. An outside vendor will be used if school staff and parent volunteers are unable to produce a written translation. In the event a translation cannot be provided on a timely basis, parents are provided with information about the availability of translation and interpretation services.

2. Describe 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.

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

Telephone number of Translation and Interpretation Unit is posted at school security desk at the main entrance and in main office so that telephone interpretation can be obtained if needed.

#### **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.)

All staff members are provided with T&I brochure and language ID guide. Language. Palm cards are posted at safety agent desk, all desks in the main office and at all phones with outside lines.

#### **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

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

#### **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)

Questions about interpretation and translation are included on the annual survey conducted by the School Leadership Team. Survey results are used to determine the effectiveness of the services.