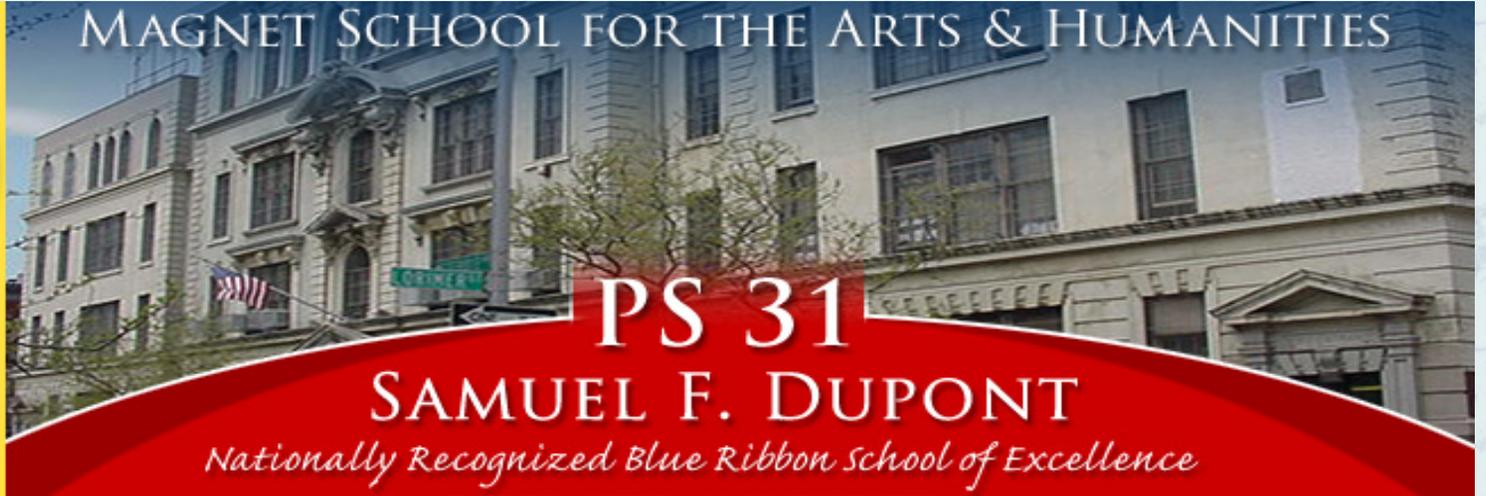




MAGNET SCHOOL FOR THE ARTS & HUMANITIES



PS 31

SAMUEL F. DUPONT

Nationally Recognized Blue Ribbon School of Excellence



May 8, 2014

Presenters:

Mary Scarlato, Principal

Stacey Berger, Assistant Principal

Janet Zukowski, Teacher

LouAnn Gallo, Teacher

Tenet 2

School Leaders Practices and Decisions

Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Statement of Practice 2.3

Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

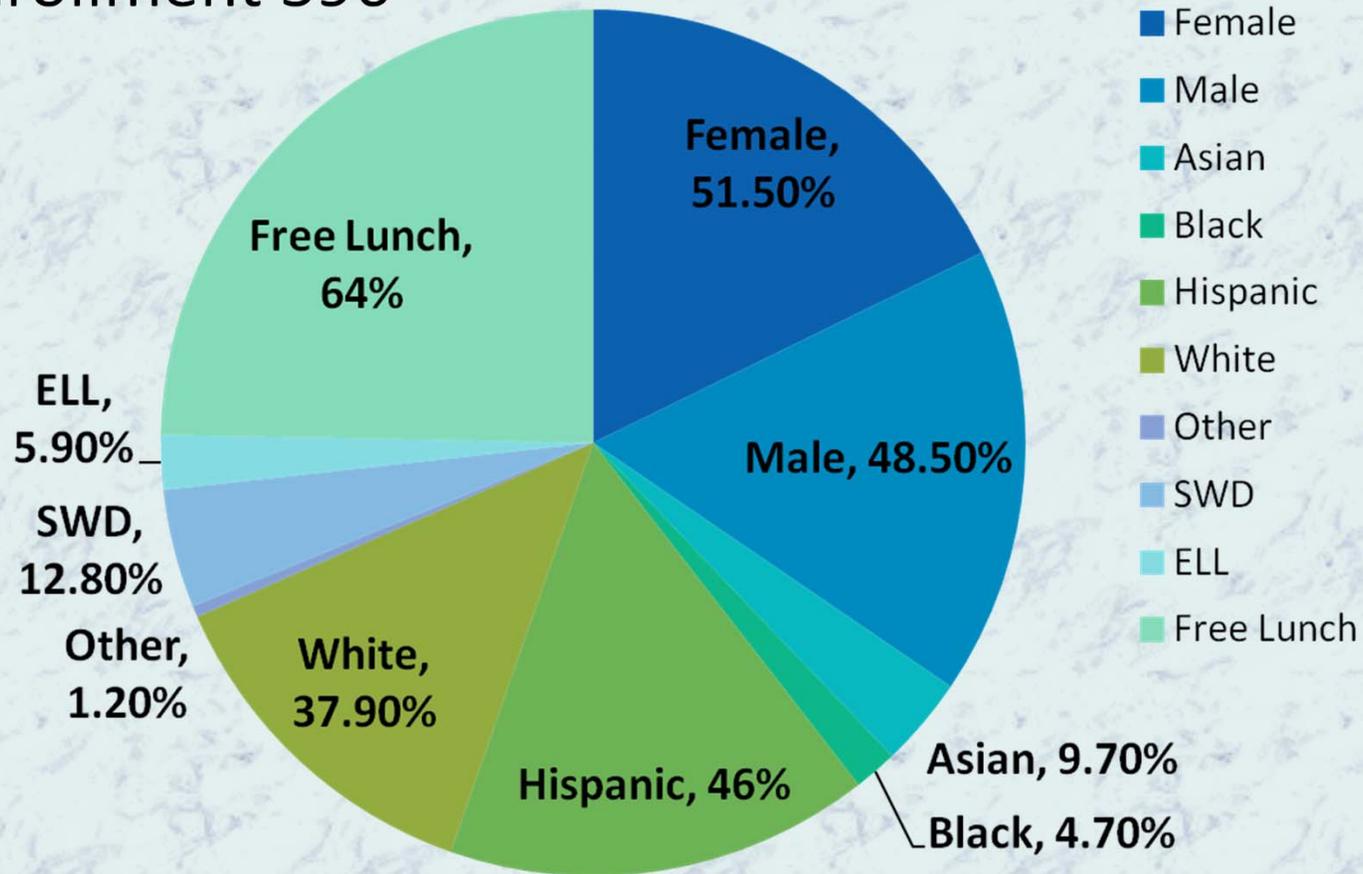
Impact

Available resources address the immediate needs of the school community.

PS 31 Demographics

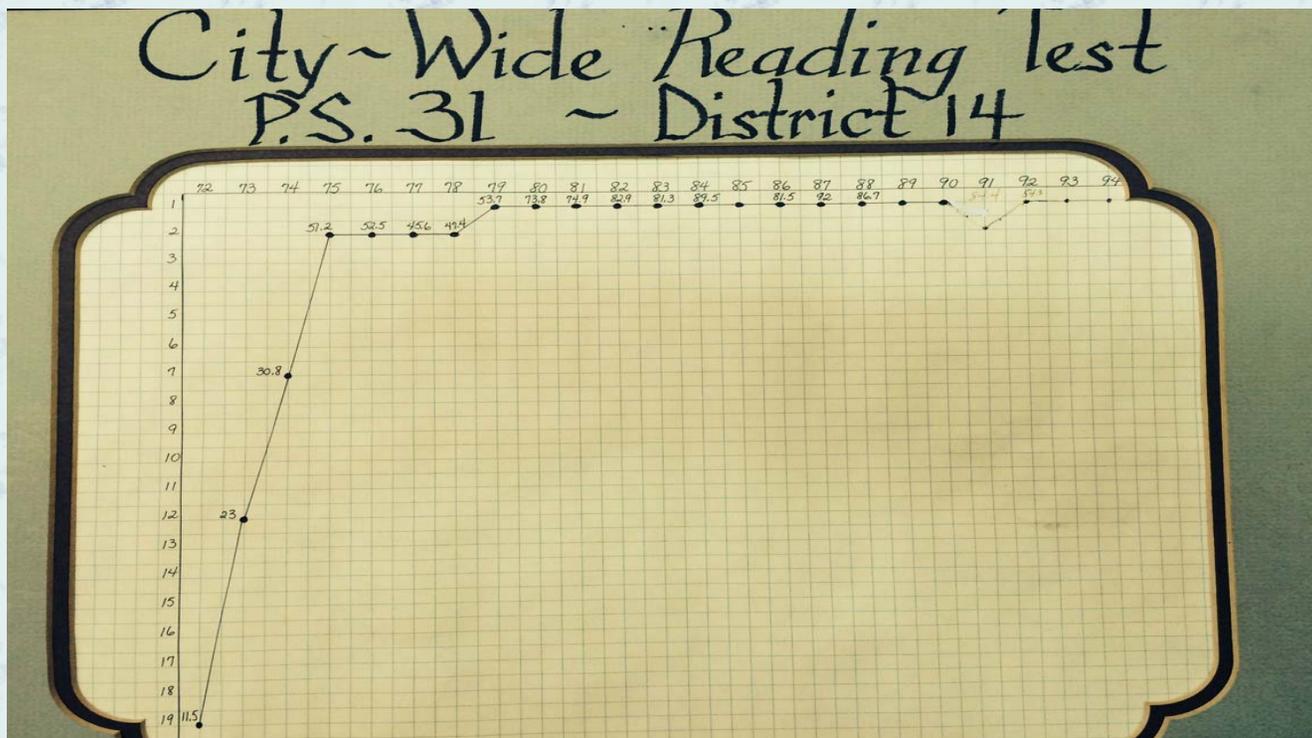
Enrollment 596

Subgroups



PS 31 High Performing School

- Historically High Achieving Since 1975
- National Blue Ribbon School 2009
- Reward School – Past 3 years

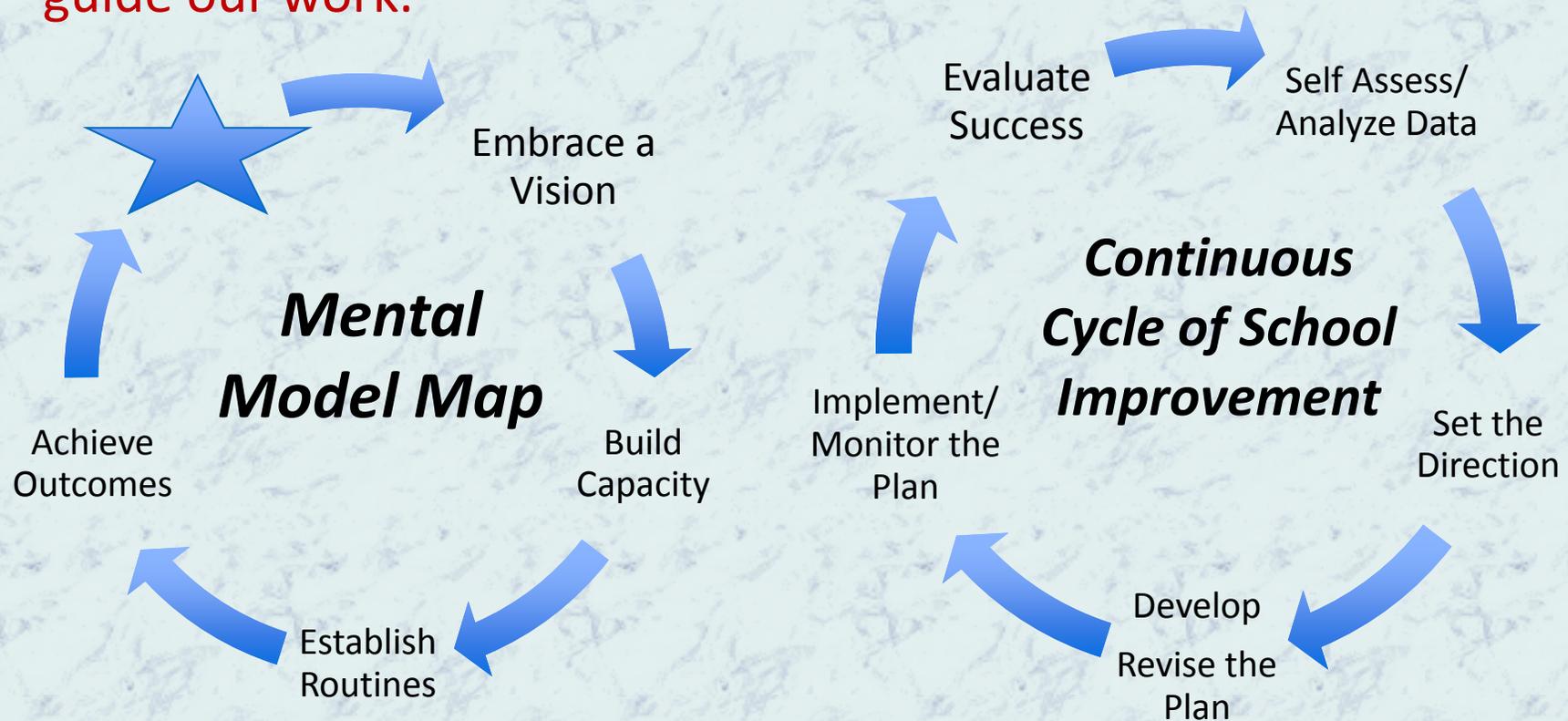


Mission Statement

The mission of PS 31 is to cultivate a nurturing environment in which our school community is committed to challenge each student to meet his/her optimal potential academically, socially and emotionally by respecting, appreciating and challenging students in a caring community, while building a sense of responsibility and respect. Through rich and varied learning experiences, we will provide the vehicle for students to succeed in meeting the Common Core Learning Standards and lay the foundational skills needed for college and career readiness. Our goal is to have students become innovative thinkers, resourceful problem solvers, effective communicators, inspired learners, and productive and responsible citizens.

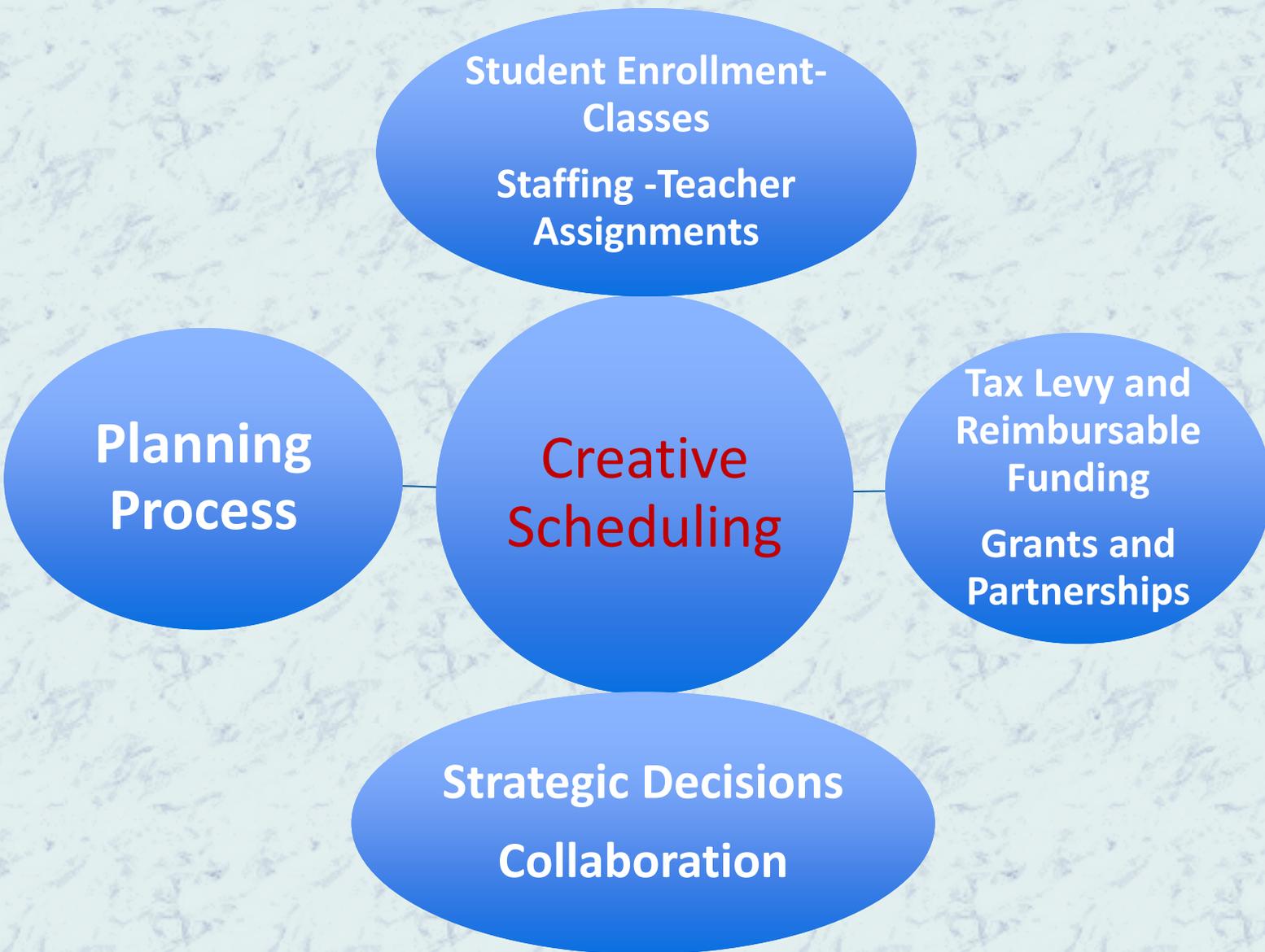
Cycle of School Improvement

As a school community we follow a cycle of school improvement to guide our work.



SCEP- School Comprehensive Education Plan Goals 2013-2014

- **By October 1, 2013, 100% of teachers in grades K-5 will shift ELA practice to incorporate close reading of complex text, develop students' skills in using evidence to support arguments in discussion which will transfer to stronger writing in literacy.**
- **By June 2014, 100% of teachers will receive feedback and support to show growth in their teaching skills on the HEDI (Highly Effective, Effective, Developing, Ineffective) scale utilizing the following Danielson's competencies: 3b- Questioning and Discussion Techniques, 3c – Engaging Students in Learning, and 1e – Designing Coherent Instruction.**



Allocating Funds

Tax Levy and Reimbursable Budget

- **Create Classes for Students**
 - Per capita
- **Staffing: Classroom Teachers and Support Staff**
 - Teacher Recruitment
 - Partnerships with Universities
 - Staff Recommendations
 - DOE New Teacher Finder
- **Materials, Resources, Technology, Software & Equipment**
- **School Website** – Vehicle for Communication: **80 Languages**
- **Extracurricular Programs**
- **Professional Development**
- **Per Session**

Grants and Opportunities

- **Seek Out and Apply for Grants**
 - Modify teacher's schedule for grant writing
- **Partnerships** with Community-Based Organizations
- **Fundraising** for Additional programs
 - PTA
 - School

Strategic Decisions

Based Mission, SCEP/Goals and Data Analysis

- **Number of Classes**
- **Types of Classes**
 - General Education
 - ICT (Integrated Co-Teaching)
 - Self Contained Special Needs
 - ESL (English as a Second Language)
- **Cluster Program**
- **AIS**
- **Resources and Technology**

Planning Process

Collaboration from all valued stakeholders involved in the planning process

- **Build Capacity**
- **School Community Buy-In**
 - Communication
 - Teacher Team Meetings
 - Professional Development
 - Peer Mentor Support
- **School Leadership Team**
- **Community Based Organizations**
- **PTA**
- **Parents**
- **Students**

Purposeful Planning

Systems and Structures

- **Needs Assessment:**
 - ***Teacher Performance***
 - Supervisor Observations
 - Discovering teacher strengths based on data
 - Strategic teacher assignments – match teachers to strengths and needs of school
 - Teacher talents and interests for extracurricular programs
 - ***Student Performance***
 - Summative and Formative Data – Assessment, Student Work, Projects
 - Evaluate and analyze progress and create action plans
 - Plan support systems
 - Extracurricular/Instructional/Enrichment

Strategic Decision Making

- **Ongoing Monitoring Throughout the School Year**
 - *Revisit and evaluate programmatic, human and fiscal resources*
 - **Adjust Plans and Make Strategic Decisions**
 - Push in AIS (Academic Intervention Services)- For example, use of fluid grouping based on data analysis
 - Move funding in budget from one category to another – for example, from supplies to professional development consultants for targeted areas to support teachers

Strategically Planned Student Support

Resources Used to Develop Systems and Structures

Identify Students who *Do Not Meet Grade Level Standards, Meet Grade Level Standards, and Exceed Grade Level Standards*

Identify Subgroups

–English Language Learners (ELLs), Students with Disabilities (SWDs)

Data Driven

–Formative, summative, teacher observation, recommendation, parent requests

Mandated Services

–Push-in/Pull-out

–Individual Education Plan (IEP) Driven, Special Education Teacher Support Services (SETSS), Speech, Occupational Therapy (OT), Physical Therapy (PT), Counseling

–English as a Second Language (ESL) -Push-in/Pull-out

Types of Classes

- General Education
- Special Needs
 - Integrated Co-Teaching (ICT)
 - Self Contained
 - Models for ESL –Push-in/Pull-out

Student Support

- ***Extended Day Instructional Programs***
 - Early Morning Instructional Program (8:00-8:37)
 - After School Math and Literacy Program –Grades 3-5
 - Saturday Academy – Math and Literacy –Grades 3-5
 - English as a Second Language (ESL) After School and Saturday
- ***Strategies for Support***
 - Small Group
 - Peer/Buddy
 - Social Skills Group
 - Tutoring

Student Support

- ***Resources***
- Pupil Personnel Team (PPT), School Based Support Team (SBST), Response to Intervention Team (Rti)
- Response to Intervention (Rti) –Aimsweb Software
- Tax Levy and Reimbursable Funding
- Materials
- Books
- Software
- Pacing Calendars
- ***Accountability***
- Attendance
- Progress Monitoring

Parents as Partners

- Active Parent-Teacher Association (PTA)
- Members of School Leadership Team
- Alumni Parents
- Class Parents
- Fabulous Fridays
- Fundraising
- Supporting students in all activities
- Volunteers

Extended Day Enrichment Programs

- Chess Club
- Bridge Club
- Disney Musical Theater
- Book Nook – Student Run Bookstore
- Guitar Club
- Green Team



Disney Teamwork



Creative Scheduling

- ***Creative scheduling provides students a well-rounded, rich education including:***
 - Core Academic Subjects
 - Social and Emotional Supports
 - Engaging Curriculum Infused with Arts & Humanities
 - Access for All Students
 - Interventions/Academic Intervention Services (AIS) as needed for Students
 - Enrichment for All Students

Arts, Humanities and Movement

- Flexibly Scheduled Activities/Partnerships
- During the School Day
 - Film Literacy – *Stages on the Sound*
 - Ballroom Dance and Little Theater– *Williamsburg Movement and Music*
 - Yoga –*Hosh Yoga*
 - Music History -*92 Street Y*
 - Studio with Resident Artist –*Studio in a School*
 - Cookshop – *Foodbank NYC*
 - Project Legal Lives – *Brooklyn District Attorney*
 - Financial Literacy – *TD Bank*
 - Mighty Milers – *NY Roadrunners*
 - Gardening and Composting –*Franklin Street Community Garden*



Additional Partnerships

- NYC Department of Environmental Protection (DEP)
- Quiver Farms – Chick Hatching
- Farmigo
- Brooklyn Cyclones/King Henry
- Society of Colonial Dames of NY
- Monitor Museum
- WORD Bookstore
- Author Visits
- Adventure Bound
- Materials for the Arts
- Fuel Up to Play 60



Programming for Teacher Collaborations

- ***Teacher Team Meetings – Vertical, Horizontal, Inquiry***
- ***Cluster Teacher Meetings***
- ***Teacher Peer Mentoring***
- ***Collaborative Meetings & Trainings with Partnerships***

Sample Schedule

Master Schedule to include common meeting times

| CLASS | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------|-----------|--------------------------|-----------|-------------|-------------|
| PK102 | 1:15-2:00 | 8:55-9:40 | | | |
| PK103 | 1:15-2:00 | | | | |
| PK110 | 1:15-2:00 | 8:55-9:40 11:25-12:10 | | | 10:35-11:20 |
| PK109 | 1:15-2:00 | | | | |
| K-107 | | 1:15-2:00 | | | 10:35-11:20 |
| K-114 | | 1:15-2:00 | | | |
| K-111 | | 1:15-2:00 | | | |
| K-113 | | 1:15-2:00 | | | |
| 1-203 | | | 1:15-2:00 | | |
| 1-202 | | | 1:15-2:00 | | |
| 1-201 | | | 1:15-2:00 | | 10:35-11:20 |
| 1-209 | | | 1:15-2:00 | | |
| 2-212 | | 10:35-11:20 | | | 10:35-11:20 |
| 2-204 | | 10:35-11:20 | | | |
| 2-213 | | 10:35-11:20 | | | |
| 2-208 | | 10:35-11:20 | | | |
| 3-307 | | | | 10:35-11:20 | 10:35-11:20 |
| 3-313 | | | | 10:35-11:20 | |
| 3-310 | | | | 10:35-11:20 | |
| 3-312 | | | | 10:35-11:20 | |
| 4-303 | | | | 1:15-2:00 | 10:35-11:20 |
| 4-309 | | | | 1:15-2:00 | |
| 4-311 | | | | 1:15-2:00 | |
| 5-304 | | 10:35-11:20 | | | 10:35-11:20 |
| 5-308 | | 10:35-11:20 | | | |
| 5-301 | | 10:35-11:20 | | | |

Thursdays

*Early Morning
Common
Planning for
Teachers*

8:00-8:37am

*Vertical Meetings *Common Planning/Teacher Team Inquiry *Mentoring

Teacher Support

- ***Professional Development – Differentiated***
 - Common Core Learning Standards (CCLS), Shifts in Instruction
 - Danielson’s Framework
 - In House – Teacher Leaders/Administrators
 - School year calendar change to include six half-days for professional development
 - Consultants
 - NYC Department of Education
 - Network
 - Summer Institute
 - Inter-visitation

Input From Stakeholders

Needs Assessment Survey– Planning for Next Year

1. Identify two things that you believe went well this school year?
2. Identify what you believe we need to improve on for next year?
3. Please share any ideas you have that you believe would improve our school.
4. Please list any materials, resources, supplies, technology we need to improve or support our educational program.

Impact

- Achieving our goals and mission
- Developing highly-effective teachers that are valued and supported
- Cultivate teachers welcoming feedback to hone craft through observations
- Increase teacher retention
- Development of strong family partnerships through engagement in our school
- Increase student skills and growth in literacy, math, science social studies
- Develop well rounded students with a solid foundation for college and career readiness
- Increase in students' self-esteem and confidence
- Increase instructional and enrichment opportunities to meet the needs of all students
- Increase program choices for Students with Disabilities (SWDs)/English Language Learners (ELLs) in which they can excel

Contact Information

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