



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 316 ELIJAH J STROUD

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K316

PRINCIPAL: OLGA MALUF

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SUPERINTENDENT: BUFFIE SIMMONS

02-27-2012

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Olga Maluf	*Principal or Designee	
Damali Gray	*UFT Chapter Leader or Designee	
Elizabeth Milan	*PA/PTA President or Designated Co-President	
Alanson Jackson	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Richelle Trivedi	Member/Parent	
Mark Poling	Member/Parent	
Samantha Bernadine	Member/Parent	
Emily Welsh	Member/Teacher	
Erminee Spivey	Member/Teacher	
Vacancy	Member/Parent	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012, all classroom teachers will participate in teacher teams to produce and implement two Assessment Tasks aligned to the NYS Common Core Learning Standards (one literacy task and one math task), embedded in a rigorous CCLS-based curriculum.

Comprehensive needs assessment

- According to our 2010-2011 Report Card, students have not achieved the expected level of academic progress. The school achieved 8.3 out of 25 points for student performance in that school year which is equivalent to a grade of C. Our overall student ELA Proficiency level on the New York State ELA exam decreased by 9.1% from the year 2010-11. Our overall student Math Proficiency on the New York Math exam increased by 1.2%. Realizing that the newly adopted NYS Common Core Learning Standards are more rigorous and require higher critical thinking skills, the school is aligning the Assessment Tasks to prepare for the new standards.
- Teacher teams need to develop the ability to use and create tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends. Teacher Teams will ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level.

Instructional strategies/activities

- In August 2011, a group of teachers was selected to attend the Teacher's College Reading and Writing Project Summer Institute. These teachers are assisting in the transition to a Teacher's College Reading and Writing Program for our school. In December 2011 the Teacher's College Institute will officially adopt P.S.316 to provide support in implementation of the program. A number of classroom teachers will participate in in-house P.D.'s with TC staff developers, then they will turnkey the information during common planning sessions.
- In September 2011, all teachers began receiving professional development on how to design and implement the Assessment Tasks that provide multiple means of representation to provide learners a variety of ways to acquire information and knowledge. Teacher teams will unpack the TCRWP Tasks and Rubrics aligned to the Common Core Learning Standards. They will also focus on developing techniques that address multiple means of engagement in order to tap into diverse learners' interests, to challenge them appropriately, and to motivate them to learn.
- Three nonfiction Units of Study will allow data collection and close examination of student work. The data from the nonfiction units will drive the teacher teams' development of units and embedded tasks.
- Teacher teams will discuss and analyze student work according to CCLS rubrics. Each grade level will refer to benchmark samples for Reading, Writing, and Math. This will inform instructional planning, benchmarks to determine grade-level student progress, and exemplars of proficiency levels.
- Everyday Mathematics will be the primary program used to teach students problem-solving skills as highlighted in the CCLS. A pre-assessment will be used to measure students' ability prior to classroom instruction. Teachers will work in teams in analyze and score student work based on CCLS Rubrics. The student Tasks will be provided by the New York City Board of Education. The Tasks will challenge students to think more deeply and to use higher level thinking skills in their math work.
- By January 2012, all grades will have completed one focus CCLS-based unit of work and the associated Task. By March 2012, the teacher teams will reevaluate the process to identify areas for improvement where necessary. At such time, our staff as a whole will determine future curriculum adjustments that need to be implemented.

Evidence of implementation of instructional strategies and activities:

- Teacher teams keep sign-in sheets, agendas, and minutes of meetings as well as samples of student work, tasks, findings of learning rounds.
- Monthly faculty meetings will include team sharing, documented on the agenda.
- Inquiry spaces of teacher teams are created on ARIS Connect.

Culminating Activity: April 2012 Teams will participate in the Network Share Fair.

Strategies to increase parental involvement

- Our Parent Coordinator will organize parent trainings to explain the NYS Common Core Learning Standards and Assessment Tasks to all parents of P.S. 316.
- Parent Teacher Association meetings will be used for workshops and trainings as well.
- Computers with Internet access are available for parents to use in the Parent Resources Center at P.S. 316, where parents can access a wealth of resources about the CCLS, as well as their own child's data on ARIS.
- P.S. will foster a caring and effective home-school partnership to ensure that parents/guardians can effectively support and monitor their child's progress in Math and Literacy.
- P.S. will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents/guardians can understand through a monthly calendar.
- Parents/guardians will be invited to monthly publishing parties.

Strategies for attracting Highly Qualified Teachers (HQT)

- We work closely with many other schools around the city (within our CFN) and encourage our teachers to visit high-performing schools as well to participate in in-house Learning Rounds to increase their repertoire of best practices.
- Title I funds are available to begin the process of making all teachers at P.S. 316 Highly-Qualified Teachers. This includes tuition support for graduate courses and funding for professional development.
- When seeking new teachers, a variety of venues are explored: Job fairs, Colleague recommendations, open market, ATR pool, resumes from colleges and universities.
- In order to ensure that our teachers maintain high qualifications, teachers are encouraged to attend trainings for research-based best practices. Mentors are assigned to new teachers and teachers needing support.

Service and program coordination

- P.S. 316 is becoming a TCRWP program school which will help students develop their writing skills and to be able to synthesize information across multiple texts.
- "Read Naturally", a fluency reading program for students reading below grade level, is utilized at the school.
- "Time to Know" and "SuccessMaker" are online individually computer-adaptive reading and math programs that are used in the classrooms.
- "Community Word" is a program that uses the arts to delve deeper into the Common Core Learning Standards. It works with the teachers and students to effectively connect content being taught in the classroom (reading, writing, and math) to the arts.

Budget and resources alignment

- As a Title I School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIIG Funds, and human resources to implement this action plan from Sept 2011-June 2012 as indicated below:
 - Professional instructional materials to support curriculum development during the regular school day
 - Consumable instructional materials for use during extended day programs
 - Teacher per session

- Supervisor per session

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2012, identified at-risk students including ELLs, SWDs, and General Education students in grades 3, 4, and 5 will receive targeted instruction through guided reading resulting in 75% of the targeted students making at least one year progress on their reading levels which is three reading levels from their fall assessments.

Comprehensive needs assessment

- According to the results of the 2011 NYS ELA assessment as well as the 2011 School Progress Report, a substantial proportion of our General Education, SWD, and ELL students did not make AYP in ELA; therefore we make this a high priority goal for the school year.

Instructional strategies/activities

Professional Development:

Professional Development aligned with Common Core Learning Standards will be given through teacher team meetings, common planning periods, grade conferences, faculty conferences, outside professional development workshops, seminars, and network events through CFN 410 on the following topics:

- interim ELA assessments to monitor and revise curriculum
- use of rubrics with the language of the standards to provide specific feedback to students regarding their work
- use of student data to plan and set goals
- further development of inquiry as teacher teams use case studies and data to inform differentiated lesson plans
- training for efficient use of the computer lab to ensure that the incorporation of technology and the ELA curriculum are done in the most efficient way possible
- strategies to meet the needs of target students and collegial feedback
- assessing the academic needs of SWDs and ELLs
- Staff members will receive Professional Development on differentiated instruction that addresses the needs of these students.
- In addition to professional development, teachers will attend workshops, seminars and network events through the CFN 410 which will focus on addressing the academic needs of these students. The information from these sessions will be turn-keyed and shared with the entire staff.

Target Populations

- Students with Disabilities in ICT classes
- Students in General Education classes (grades PK-2 and grades 3-5)
- English Language Learners
- ELLs who are also SWD

Responsible Staff Members

- Principal
- Assistant Principal

- Staff Developers (internal and external)
- Data Specialist
- ESL Coordinator
- Coach (internal and external)
- Teachers

Assessment of Target Population

- Teachers will utilize a variety of assessments to identify and analyze areas of weakness, such as assessments for letter recognition, sound recognition, concepts of print, TCRWP Running Records, Performance Series Reading and Math online computer-adaptive assessments, Acuity math and literacy, in-house practice tests for state ELA and Math and Science exams, NYSESLAT periodic assessment
- Teachers will use Acuity and TCRWP assessments (September, November, February, and June) to analyze areas of weakness for ELLs, SWDs, and at risk students.

Initial Indicator - September 2011

- A baseline of students' current abilities will be established based upon reading level ability indicated in ARIS and Assessment Pro from students' current classroom teachers from the 2011-2012 school years
- Teachers will continue to record informal assessment data through teacher observations and one-to-one conferences
- Teachers will collaborate with former teachers, ESL Coordinator, Educational Paraprofessionals, S.E.T.S.S. Teacher, and Coach in an effort to meet/communicate students' needs

Implementation of Instructional Strategies and Activities

- Teachers will analyze student data (conferences, running records, Acuity, TCRWP assessments) to inform instruction.
- Teachers will use the data to plan for differentiated instruction and align instructional strategies to goals.
- Teachers will increase the use of programs such as Wilson and Foundations (double-dose) for students who are deficient in phonics and phonemic awareness.
- For students who have difficulty with fluency, teachers will use Read Naturally and Voyagers.
- Teachers will meet regularly to interpret data, discuss student's progress, and strategies for student improvement through common planning, grade conferences and/or Inquiry meetings.
- Our school has developed an after school program to provide supplemental academic support to these identified students.

Midterm Progress Points – October 2011, January 2012 and March 2012

- Teachers will administer, share and analyze the data from the first, second and third administration of the Fountas & Pinnell running record assessments along with running records completed in between benchmarks
- Teachers will enter data into the online assessment tool, Assessment Pro, and then they will discuss specific strategies and next steps at common planning, teacher team meetings and grade conference meetings
- Instructional cabinet members and TC staff developers will analyze data from Assessment Pro. They will develop and record action plans and share them with classroom teachers responsible for servicing identified students
- Administrators will monitor conferring data records of teachers to ensure teachers are supporting students both as independent readers and during small group instruction
- After periodically monitoring the effectiveness of the strategies and differentiated lessons, staff will change and implement strategies in accordance with the data collected
- Teacher will share various leader roles in the grade meetings, by planning the content in alignment with the TC work with the support of the staff developer and hosting each meeting in their environment in order to share their systems and best practices with the grade. These teachers will bring the data of their targeted students to these meetings (reading logs, writing notebooks, post-its, charts, etc.) and guide the conversation centered on the targeted students'

progress. They will share how they are accountable for differentiating instruction and implementing the units of study. As teacher leaders begin to take on the job of leading the conversation around the TC work, they will become more comfortable modeling their own learning and the growing achievement of their students will raise the bar of expectations for all the students in the PS 17 community

- The administration team will visit classrooms to observe and give constructive feedback regarding targeted instruction in guiding reading for ELLs and SWDs.
- Our school has developed an after school program to provide supplemental academic support to these identified students.

Final Progress Point –June 2012

- Teachers will reflect upon their process and evaluate students' progress towards increasing their performance and achieving grade level benchmarks as it relates to running record assessment levels.
- Teachers will compare the September 2011 baseline results to the June 2012 results to ascertain what percentage of children actually achieved grade level benchmarks

Steps for Including Teachers in the Decision-Making Process

- Teachers will meet in grade-level groups and in cross functional teams to review student data gathered from periodic assessments
- Teachers will have the opportunity to meet with support staff for assistance in planning Reading and Writing curriculum
- Teachers will work collaboratively with support staff for assistance in aligning the Reading and Writing curriculum with the Common Core Standards
- Teachers will incorporate Reading and Writing projects (that involve art) to support differentiated instruction
- Teachers will utilize outside resources to align homework assignments more closely with students areas of need
- Teachers will create schedules (for classroom use) that allow all students access to technological resources
- Teachers will administer, share, and analyze the data from assessments
- Staff members will participate in Teachers College PD based on research-based components

Implementation Timeline

September 2011-June 2012

Strategies to increase parental involvement

- Parent Coordinator will organize parent trainings for parents of at-risk students to help students' progress in reading.
- In addition, Parent Teacher Association meetings will be used for workshops and trainings.
- Computers with Internet access are available for parents to use in the Parent Resources Center at P.S. 316.
- The ELL teacher will work with parents of ELLs to provide information that will help connect the home and school support systems.
- Translators will be provided to keep parents informed about their children's progress.
- The school will provide parents/guardians with information and training needed to effectively become involved in planning and decision making in support of the education of their children
- P.S. 316 fosters a caring and constructive home-school partnership to ensure that parents/guardians can effectively support and monitor their child's progress
- The school will share information about school and parent-related programs, meetings and other activities in a monthly calendar.
- Parents/guardians will be invited to monthly publishing parties

Strategies for attracting Highly Qualified Teachers (HQT)

- We work closely with many other schools around the city (within our CFN) and encourage our teachers to visit them as well to participate in Learning Rounds and increase their repertoire of best practices.
- When seeking new teachers, we utilize a variety of venues (job fairs, colleague recommendations and referrals, open market, ATR pool, and resumes from colleges and universities) in order to draw from a rich pool of candidates.
- Title I funds are available to begin the process of making all teachers at P.S. 316 High-Qualified Teachers. This includes tuition support for graduate courses and funding for professional development.
- In order to ensure that teachers maintain their highly qualified skill base, teachers are encouraged to pursue training in research-based best practices. Mentors are assigned to new teachers and to teachers in need of support.

Service and program coordination

- P.S. 316 is becoming a TCRWP program school which will help students develop their reading and writing skills to synthesize information across multiple texts.
- “Read Naturally” is a fluency reading program for students reading below grade level.
- “Time to Know” and “SuccessMaker” are computer based reading and math programs that are effective and popular with students.
- “Community Word” is a program that uses the arts to delve deeper into the Common Core Standards. It works with the teachers to align the content being taught in the classroom in reading, writing, and math and allows the students to connect it to the arts.
- Wilson and Foundations will be provided as a double-dose to students struggling in phonics and phonemic awareness.
- Related-service providers collaborate with classroom teachers to address needs of the target population, utilizing activities to support these students.

Budget and resources alignment

∞As a Title I School-Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds, and human resources to implement this action plan from Sept 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs
- Teacher per session
- Supervisor per session

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, 90% of teachers will use technology to inform their data analysis and map their content-specific curricula to guide instruction for differentiation and increase student achievement.

Comprehensive needs assessment

Ongoing review of qualitative and quantitative data indicated the need for the integration of data analysis across the curriculum through technology enhancement with sophisticated use by pedagogical staff.

Instructional strategies/activities

- A school-based technology intern will serve as a push-in expert working side by side with classroom teachers in order to increase teachers' capacity in technology integration and implementation of the I-Zone programs (Performance Series, Renzulli)
- Grade 4 and 5 will receive consistent and sustained job-embedded professional development for the continued implementation of two pilot programs titled Success Maker (4th grade) and Time to Know (5th grade). Each of the 4th and 5th grade classrooms have their own sets of classroom laptops for each student.
- The school based I-Zone team made up of teachers in 4th and 5th grades, technology specialist and assistant principal have identified one model on each grade and will collaboratively develop specific exemplary practices in integration of technology into the core curriculum.
- The school based technology specialist will utilize common planning periods to identify technology resources that support the delivery of the core curriculum, differentiation of instruction, intervention, and enrichment by all grades.
- The school based technology specialist will provide monthly school-based professional development in technology integration including the use of instructional websites, smart boards, laptops, projectors, document cameras, iPads and apps, web-based programs, and Google functions.
- School administrators will arrange for teacher inter-visitations among the classrooms to share effective use of technology in the classroom.
- Teachers will provide demonstration lessons for other teachers in the use of technology as an interactive tool for learning.

Strategies to increase parental involvement

- The parents of our 5th grade students will be invited to attend a variety of parent workshops on the Compass Time to Know computer program. The parents of our 4th grade students will be invited to attend a variety of parent workshops on the Pearson Success Maker computer program.
- A Parent Resource Room has been set up so that computers with internet access are available to our parents, for uses such as ARIS and exploring school programs like Aha Math and OneMoreStory.
- The Parent Coordinator will organize parent trainings on the topic of the importance of the use of technology in education.

Strategies for attracting Highly Qualified Teachers (HQT)

- Title 1 funds are available to begin the process of making all teachers at P.S. 316 highly qualified. This includes funding for graduate courses and funding for professional development.
- P.S. 316 teachers work closely with many other schools around the city. Our teachers are encouraged to visit other schools and participate in Learning Rounds and they are encouraged to increase their knowledge of infusing technology into their teaching.
- PS 316 is proactively working toward creating a collegial and collaborative dynamic among teachers, one that fosters a vibrant community where all partners (students, parents, teachers, administration, and staff) are learning.

Service and program coordination

- Through a grant, P.S. 316 is participating in the iZone pilot. The Innovation Zone (iZone) is a community of innovative New York City schools committed to personalizing learning. By meeting the needs, motivations and strengths of each child, students will be better prepared for success in K-12, college and career. Across the iZone, schools achieve personalization in a variety of ways based on the ideas, technology, and tools that work best for their school community.
- Through the Title II grant, classrooms were fitted with mounted interactive whiteboards (Smartboards.)
- Waterford Early Learning is providing grades K-2 with Interactive Smartboard lessons.

Budget and resources alignment

∞As a Title I School-Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds, and human resources to implement this action plan from Sept 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs
- Teacher per session
- Supervisor per session

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	20	N/A	N/A	7	2	0	1
1	11	11	N/A	N/A	5	3	3	1
2	10	10	N/A	N/A	4	3	2	2
3	9	9	N/A	N/A	13	1	1	2
4	30	25	15	20	15	4	0	1
5	36	31	15	20	17	4	1	2
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>LLI: Leveled Literacy Intervention (LLI) is an early intervention literacy program designed by Fountas and Pinnell. It is a short-term program designed to bring children up to grade-level performance in as little as 18–24 weeks. Intense, focused small group instruction in reading and writing is provided 5 days a week in 30 minute daily sessions for groups of 4.</p> <p>Wilson Foundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Rather than completely replace core curriculum, Foundations provides strategies that complement programs already in place in the classroom. Teachers incorporate a 30-minute daily Foundations lesson into their language arts classroom instruction.</p> <p>Read 180: A reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. It is an integrated reading instruction program involving direct instruction, books and computer assisted learning for grades 3, 4 and 5 in age, 2.5 to 8 in reading ability. Read 180 intervention is provided 3 times a week for 50 minutes in groups of 8-12.</p> <p>Read Naturally: provides structured intervention to improve students' proficiency in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Using audio support and graphs of their progress, students work with high-interest material at their skill level. Read Naturally Program is provided 3 times a week for 50 minutes in groups of 4-5.</p> <p>Extended Day Reading Intervention: Small group guided reading instruction as well reading strategy remediation is provided daily, Tuesday and Thursday for 37 1/2 minutes in groups of 10 for general education students and groups of 5 for special education students.</p>

<p>Mathematics</p>	<p>Aha!Math: A web-delivered, K-5 supplemental math curriculum designed to build students' computational fluency and conceptual understanding of critical math concepts. It is aligned to NYS Mathematics Content Standards and built on the NCTM Curriculum Focal Points and EDM Program. This intervention program helps students understand and apply concepts in thematic settings, tying new learning to concepts previously mastered. It features interactive, technology based activities to help students grasp the how and why of the mathematical concepts and understand how to generalize that learning to new contexts, including high-stakes tests. Aha Math intervention program is provided daily for 20 min classrooms for students in groups of 4-6.</p> <p>Everyday Mathematics: emphasizes the application of mathematics to real world situations in students K-5. Everyday Mathematics provides numerous methods for basic skills practice and review. Lessons include time for whole-group instruction as well as small group, partner, or individual activities for 60 minutes, daily.</p> <p>Extended Day Math Intervention: Small group guided math instruction as well conceptual understanding activities are provided daily, Monday and Tuesday for 37 1/2 minutes in groups of 10 for general education students and groups of 5 for special education students.</p>
<p>Science</p>	<p>Scott Foresman Science program provides inquiry-rich content with scaffold inquiry activities; cross-curricular connections that link reading and science skills in every chapter; hundreds of Leveled Readers for differentiated instruction; and time-saving strategies- from lesson preparation to 30-second lab setup- allow the science and/or the classroom teacher to incorporate hands on, real life activities into weekly science instruction. Our Science program is taught through classroom instruction, differentiation in small group and one-to-one teacher-student conferences. Grades K-2 receives push-in Science instruction for 50 minutes once a week. Grades 3-5 receive Science instruction in our Science room and Laboratory for 50 minutes twice a week. All 50 minute programming is during the Regular School Day.</p>
<p>Social Studies</p>	<p>Social Studies Core Curriculum program for NYC has as its foundation the New York State Social Studies Core Standards. Through explorations of history, geography, economics, government, and civics, students learn about the people, places, eras, and events near and far that shaped our world. In grades K-2, students begin to develop awareness about self, family, neighborhoods, and communities large and small. In grades 3-5, they are introduced to the diversity of</p>

	<p>world communities, the historic development of New York State, and the similarities and differences among the nations that make up the Western hemisphere. Grades K-2 receives Social Studies instruction for 50 minutes once a week. Grades 3-5 receive Social Studies instruction for 50 minutes twice a week. All 50 minute programming is during the Regular School Day.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Guidance Counselor provides necessary academic, social, emotional counseling to at-risk students in individual and group counseling settings on a daily basis. Our GC has implemented the following school wide programs to help build the developmental skills necessary for AIS students to succeed: Student Leadership Teacher Helpers, Penny Harvest Fundraising Committee, Zero Tolerance to Bullying Initiative, Stress Relief through Yoga & Partnerships with YANY, Community Word, Cool Culture & the Brooklyn Museum of Art. These services are provided during the school day, talent periods, lunchtime, extended day, afterschool, and on select Saturdays.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>School Psychologist provides necessary academic, social, emotional counseling to at-risk students in individual and group counseling settings on a weekly basis. School Psychologist has implemented the following school-wide programs to help build the developmental skills necessary for AIS students to succeed: push-in presentations, contributions to school wide assembly's and through classroom observations and feedback sessions with students undergoing the evaluation process. These services are provided during the school day, talent periods, lunchtime, and extended day.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Social Worker provides necessary academic, social, emotional counseling to at-risk and mandated students in individual and group counseling settings on a weekly basis. Social Worker has implemented the following school-wide programs to help build the developmental skills necessary for AIS students to succeed: push-in presentations, contributions to school-wide assemblies, girls' development group, and through obtaining social history of students undergoing the evaluation process. These services are provided during the school day, talent periods, lunchtime, and extended day.</p>
<p>At-risk Health-related Services</p>	<p>Nurse provides administration of medication to all students with a current 504 plan, assisted consult of students with asthma in small lunch groups, one-on-one care to students who come in with medical concerns. These services are provided during the school day, talent periods, lunchtime, extended day, and after school.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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 our school. Therefore, our 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 our school and the families. Our 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 our school community. Our 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 our school community;

Our 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. Our 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 our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our 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 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 schools 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 our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Groll / A. Santana	District 17	Borough Brooklyn	School Number 316
School Name PS 316 Elijah J. Stroud School			

B. Language Allocation Policy Team Composition [?](#)

Principal Olga Maluf	Assistant Principal Atiba Buckman
Coach	Coach
ESL Teacher Ellen Pratt	Guidance Counselor Diana Grindea
Teacher/Subject Area	Parent Richelle Trivedi
Teacher/Subject Area	Parent Coordinator Brenda Jones
Related Service Provider	Other
Network Leader Altagracia Santana	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	290	Total Number of ELLs	19	ELLs as share of total student population (%)	6.55%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Our procedures for identifying ELLs begins with new student registration carried out by our Family Assistant and our ESL Teacher and Coordinator, a trained pedagogue holding a NYS ESL license.

When a new student arrives at the school to register, the Family Assistant determines whether or not the student is a first-time registrant to the NYC Public School system.

All first-time registrants, as well as all kindergarten students, are given the Home Language Identification Survey (HLIS) form. For these students, the ESL coordinator is called to the office. The parent or guardian is given the HLIS form in their native language and the ESL Coordinator assists the parent/guardian in filling out the form, as necessary. Oral interpretation is provided by one of our bilingual staff members, or with use of the DOE over-the-phone interpretation services.

Using information from the HLIS and from interviewing the child, the ESL coordinator will determine whether or not the child is eligible for the LAB-R test. If so, the test will be administered within 10 days of registration. If the student's score indicates that s/he is an ELL, s/he will be placed immediately in the ESL program. If the student is a Spanish-speaking ELL, then the Spanish LAB is administered to determine native language proficiency.

All ELLs are administered the NYSESLAT test every spring to determine English language proficiency. To ensure that all eligible ELLs are administered the NYSESLAT annually we use the NYSESLAT Eligibility Roster report in ATS, the RLER/LAT. In order to ensure that each student receives all four components of the NYSESLAT, a schedule is created that includes the four NYSESLAT components, the teachers to administer the tests, the students who will take the test components, the locations, and the times. This is cross-referenced with a roster of all ESL students to confirm that each student has taken each component, and to ensure that make-up tests are administered as needed. If the results of the NYSESLST indicate that English language proficiency has not yet been attained, then the student will continue receiving ESL services the following year.

2. Once it has been determined that the child is an ELL, within 10 days the parent is sent a an Entitlement letter informing them of their child's LAB-R score and briefly describing the three ELL program choices (Dual Language, Transitional Bilingual, Freestanding ESL). This letter invites them to a parent orientation meeting with the ESL coordinator to view the parent orientation video in their native language and to receive information about the program options. At the meeting, to ensure that parents understand all three program choices, translation is provided by bilingual staff members, or with use of the DOE over-the-phone translation services. Handouts such as the ELL Parent Brochure are provided in native language (when is available) and in English.

After viewing the video, parents are given the Parent Survey and Program Selection Forms to fill out and sign. They are encouraged to choose the type of program they feel is best for their child (regardless of what program is offered at our school). If they choose a program that is not offered at our school, they are provided with a list of schools that offer the program they choose, and they are directed to the Enrollment Office. Their child will remain in the ESL program at our school until alternate placement occurs.

3. To ensure that Entitlement letters are distributed appropriately and that the Parent Survey/Program Selection forms are obtained we have implemented a checklist system. For each new ELL student that is registered, we have created a checklist to document each step of the process, including HLIS, LAB-R, Non-Entitlement Letter, Entitlement Letter, Parent Orientation Meeting, Parent Survey and Program Choice forms, and Placement Letter. Communications sent home, such as the Entitlement Letter, Non-Entitlement Letter, and Placement Letter, include tear-off slips to be returned to school, to verify that the parent has received the letters. Parent Orientation Meetings are held at different times to accommodate varying parent schedules. Individual meetings are scheduled if necessary. Parent Survey/Program Selection forms are sent home in English and the parent's first language, and are collected at the Parent Orientation Meeting. Blank forms are also available, if needed, at the Orientation Meeting, where we assist parents in filling them out, and collect the forms on-site. Should every effort fail to result in a parent attending a meeting, we follow up with phone calls and mail.

Copies of all communications (including HLIS, LAB-R records, Entitlement letter, Parent Survey and Program Selection form, Placement letter, Individual Student Report of NYSESLAT results, Continued Entitlement letter, Non-Entitlement/Transition letter, etc.) are kept in the ESL department, maintained together in the individual student's file.

4. After parents view the Orientation video in their native language, key points describing differences and similarities among the three program options are reviewed with them and their questions are answered. Interpreters are present when possible, but, if not, the DOE over-the-phone translation service is utilized.

In discussions, great care is taken to provide an objective overview of the programs and to avoid influencing parents' choice. Parents are encouraged to choose the program that they feel would best suit their child.

Our school provides Freestanding ESL. If a parent chooses TBE or DL, they are provided with a list of schools that offer those programs, and they are put in contact with the Enrollment Office. The student is placed in our ESL program until and if a transfer is arranged.

5. Our school has a fairly small, but growing, ESL population – 19 students this year. Review of the program choices made by parents of the last few years show that all parents have chosen Freestanding ESL. We have created our own database to record and track program choices. We don't have enough students at this time to form TBE classes. We have been discussing the concept of instituting a dual language program at our school.

6. Our Freestanding ESL program meets our parent demand at this point. Should future trends indicate that ELL parents in our community prefer other types of programs, we will investigate the feasibility to create them. If and when our program offerings expand, we will use our database of program choice to notify parents.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K* 1* 2* 3* 4* 5*
6* 7* 8* 9* 10* 11* 12*

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	13		2	6		1					19
Total	13	0	2	6	0	1	0	0	0		19

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3		3	4									11
Chinese														0
Russian														0
Bengali	1		1	1		1								4
Urdu														0
Arabic														0
Haitian			2	1										3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	2	3	3	5	4	2	0	19						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. At PS 316 ESL instruction is delivered as a freestanding ESL program to service its ELLs. The organizational model is Pull-Out. The program model is set up so that there are four ESL groups: Lower Grade Beginner/Intermediate, Lower Grade Advanced, Upper Grade Beginner/Intermediate, and Upper Grade Advanced students. Class sizes are small and range from 3 to 7 students.

2. Our ESL teacher carries a full instructional schedule in order to deliver the full mandate of ESL minutes for all students. The Beginner

A. Programming and Scheduling Information

and Intermediate students are grouped together and all receive a minimum of 360 minutes per week of instruction. The Advanced students all receive a minimum of 180 minutes per week. The ESL teacher delivers explicit ESL instruction and the classroom teachers deliver ELA instruction. The ESL teacher and classroom teachers confer with each other regarding instructional articulation.

3. ESL instruction is informed by standards-based content area curriculum. The new CCLS provide a strong base for the curriculum, especially in reading and writing. Instructional units based on all content areas are utilized – Reading, Writing, Science, Social Studies, Geography, Math, Music, Art. ESL instruction follows an eclectic approach, drawing on a variety of ESL methodologies, such as SIOP, sheltered English, content-based instruction, scaffolding, collaborative learning, inquiry-based learning, small group work, Reader’s Theater, and others. Articulation with the classroom teachers allows the ESL class to provide relevant support in the content areas.

High quality children’s literature, both picture books and chapter books, forms the basis of much instruction. ESL texts such as Pearson Longman Cornerstone series and Rigby On Our Way to English series are used selectively. Guided reading, interactive writing, and a focus on academic language and complex text - for both reading and writing - are some of the classroom practices. Emphasis is placed on developing cognitive thinking skills and problem-solving through all four modalities – listening, speaking, reading, writing.

4. To ensure that students are appropriately evaluated in their native language, we rely on our pedagogues, staff members, and PTA members who are bilingual (Spanish, Haitian-Creole, Bengali).

5. Differentiated instruction is a core tenet of instruction school-wide at PS 316. It is essential for learning to provide cognitive access to content for subgroups of all students, including ESL students.

Presently, PS 316 does not have any students identified as SIFE, though we are prepared to address their specialized needs. A SIFE students would be administered a series of tests to determine areas of strengths and weaknesses which would serve to guide instruction and delivery of AIS services. Lessons could be adapted to cover key information in a way that is accessible and culturally relevant, without oversimplifying it.

Newcomer ESL students are provided with individual attention to help them feel comfortable and acclimate to the school routine. They receive intensive instruction in basic language skills such as alphabet recognition, letter-sound correspondence, decoding, and vocabulary development. Newcomers in the upper grades, who will be required to take the ELA after their first year, receive ELA test instruction, including test-taking skills, practice exams, and specific instruction in how to deconstruct the test format and test material.

ELLs receiving 4-6 years of services are assigned individualized supplemental work to enable their progress and to prevent them from becoming long-term ELLs (6 years or more). Data from the students’ prior NYSESLAT tests are used to provide targeted instruction to zero in on deficient skills in the four modality areas (Listening, Speaking, Reading, Writing). Small-group differentiated instruction is provided during regular class time, ESL, extended day, AIS, and during the After-School program.

We currently do not have any long-term ELLs, but instruction for these students would include intensive Reading Rescue sessions, Fontas and Pinnell Leveled Literacy intervention. Long-term ELLs often possess fluency in BICS but are weak in CALP. A strong focus on academic language, sentence structure, and higher level thinking skills would be provided to address these deficiencies.

6. PS 316 has a small number of ELLs with special needs. These students are mostly in ICT classes. The ESL teacher and the Special Ed teacher articulate methodologies appropriate for the student’s grade level and individual needs. They share strategies for helping individual students meet their language, academic, cognitive, and behavioral needs. Various modes of differentiation, such as learning styles (visual

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	7. Our ELL-SWD students are primarily in ICT classes, with an ICT class at each grade level. This allows for flexibility in providing modifications in curriculum, instructional delivery, and scheduling in order to meet related service mandates, such as speech, OT, PT, and SETTS.
75%	
50%	
25%	
	Dual Language
100%	Page 29
75%	
50%	
25%	

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Our school supports a wide range of intervention programs, all of which are utilized with ELLs, as needed. We provide targeted, small-group instruction in literacy and math during extended day. Programs utilized include Wilson Foundations, Reading Rescue, Wilson Reading System, Fontas and Pinnell Leveled Literacy, Kaplan Math, Jump Math, and AhaMath. We also offer an After-School Learning Program after regular school hours twice a week, and during mid-winter and spring breaks. ELL students in particular are encouraged to attend.

9. Former ELLs are identified to classroom teachers, and provided with periodic individual support by the ESL teacher as needed. The ESL teacher consults with the classroom teacher to monitor former ELL progress. These students also receive the appropriate test modifications of extended time and re-reading of listening passages.

10. On an ongoing basis, the ESL Teacher/Coordinator revises and improves the scope and sequence of the ESL instructional program. Currently, the NYS CCLS's are being more fully incorporated. Use of discovery learning through science observation, classification, investigation, and experimentation is being increased.

11. There are no ESL programs that warrant discontinuation at this time.

12. Every student at our school has equal access to all programs, including ELL students. We are proactively creating new student-centered initiatives such as Lunch-time Leaders, Student Reading Mentors, a school store with school dollars, and Friday clubs such as Technology, Math Games, Yoga, Basketball, and Chess. Bilingual notices are sent home so that parents who speak another language can be informed.

13. We employ a wide variety of instructional materials, including Wilson Foundations, Wilson Reading System, Fontas and Pinnell Leveled Literacy Intervention, Everyday Math, Jump Math, Foss Science, and NYS Social Studies Core Curriculum materials. Our students utilize a variety of technology-based learning tools including SmartBoard, document cameras, laptops, iPads, listening centers, as well as online programs such as AhaMath, OneMoreStory, BrainPop, Starfall, and apps on the iPad. These materials provide a number of modalities for ELLs to access language and content for learning.

14. Our Freestanding ESL program is English-only. However, we believe that students are best served when both languages are developed. While we do not provide language instruction in native languages, we do encourage parents and students to continue to develop their first languages. When possible, the ESL teacher supports students' first language to promote comprehension and metalinguistic knowledge. Bilingual books are available in the ESL classroom library and offered to students to borrow and take home through the ELS Lending Library.

15. All required services and resources are provided at the age-appropriate levels for all students.

16. Newly enrolled ELL students who register before the start of the school year are met by bilingual staff members and informed about school routines and programs.

17. At this time we do not offer any language elective, though we are considering offering foreign language classes for students.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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17. At this time we do not offer any language elective, though we are considering offering foreign language classes for students.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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15. All required services and resources are provided at the age-appropriate levels for all students.

16. Newly enrolled ELL students who register before the start of the school year are met by bilingual staff members and informed about school routines and programs.

17. At this time we do not offer any language elective, though we are considering offering foreign language classes for students.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

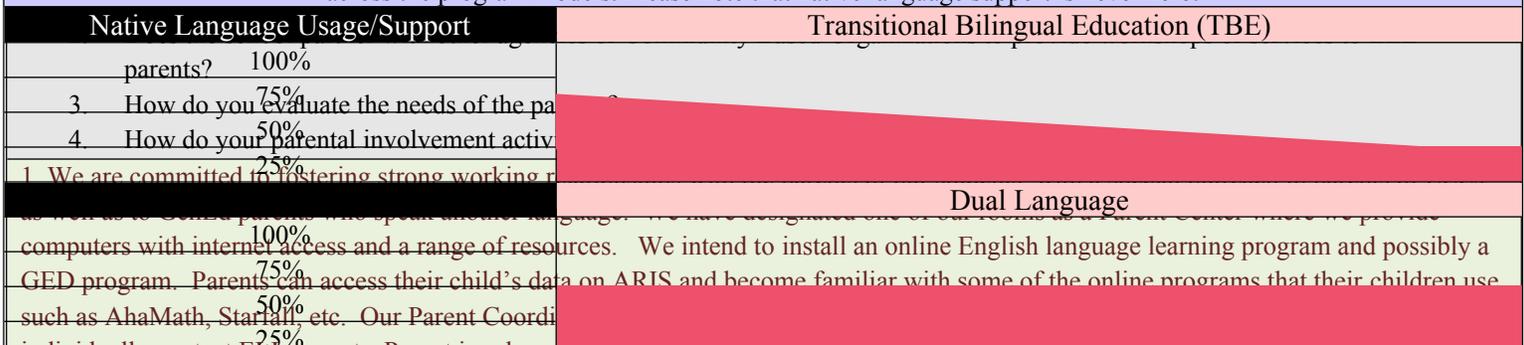
1. We follow a rich professional development plan at our school. The ESL teacher participates in most trainings offered to regular classroom teachers, as well as specialized ESL trainings. The ESL teacher turnkeys the ESL trainings to the rest of the staff at faculty conference meetings, grade level common planning meetings, or Lunch-and-Learn workshops. Professional development for all staff who work with ELLs (classroom teachers, ICT teachers, cluster teachers, ESL teacher, asst. principal, parent coordinator, paraprofessionals, guidance counselor, realted service providers), is delivered by our support CFN Network, the ESL teacher, and other invited trainers. Further, teachers are encouraged to attend workshop offerings from ProTraxx, OELL, and BETAC. Professional Development for the school year thus far includes: Sep.: Academic Language/Instructional Conversations (LW Filmore), How to Use Google Apps in the Class, Personal Learning Systems (izone); Oct.: Use of Data from Performance Series, Applying Instructional Conversation to Lesson Planning; Nov: Brain Research and ELLs (OELL), ELLs and Literacy (OELL); Dec.: Data Use for ELLs through Acuity, ELA, and Math Tests (OELL). Throughout the year on a regularly scheduled basis, the staff is participating in Inter-School Visitations, frequent Teachers College Trainings, Visual Thinking Strategies training, and a Monthly Saturday PD program.

2. In order to assist ELLs in the transition to middle school, the ESL teacher and Guidance counselor conference regularly to plan for student needs. The Guidance counselor is in contact with ELL families during the middle school application process, and assists them in accessing information in their home language. Such support includes information to parents on schools that are geared to meet the needs of ELLs, as well as translation of necessary information (through the Translation Unit). The proximity of the middle school just one floor up provides opportunities for graduating elementary students to investigate middle school questions and options. In class, fifth grade students are introduced to sixth grade curriculum in order to familiarize them with what they will be experiencing the next year.

3. As mentioned previously, our ESL teacher turnkeys her ESL PD's to the rest of the staff. The school provides one Saturday PD each month, facilitated by administration or by Network specialists, or other invited speakers on a wide range of subjects. Often the needs of ELL students is a topic of discussion. All professional development participation is recorded by the school payroll secretary, as well as through sign-in sheets and agendas.

Native Language Usage and Supports

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



E. Parental Involvement

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

1. We are committed to fostering strong working relationships with the parents of our students, with a special outreach to parents of ELLs as well as to GenEd parents who speak another language. We have designated one of our rooms as a Parent Center where we provide computers with internet access and a range of resources. We intend to install an online English language learning program and possibly a GED program. Parents can access their child's data on ARIS and become familiar with some of the online programs that their children use, such as AhaMath, Starfall, etc. Our Parent Coordinator has developed an active parent workshop program and makes a specific effort to individually contact ELL parents. Parent involvement activities this year have included: What to Discuss with Your Child's Teacher at the Parent Teacher Conference, How to Use ARIS, Parents Do make a Difference/Parenting, What are the Common Core Learning Standards?, Cool Culture Program, and a weekly Parent Newsletter. Future workshops include: a Health Fair (organized with Cornell University), How to do Financial Planning and Budgeting, Family Game Nights, ESL for Parents, and others.

2. The school has a number of partnerships with a variety of organizations such as NYU's Insights program, and Love Your Block Garden project.

3. The school makes a concerted effort to let parents know that they are welcome to visit and to participate in the school. We foster open communication with parents. Formal surveys and informal contact are used to gather information about parent concerns and needs.

4. We hold a range of parent workshops about education issues as well as family life issues. Our PTA has been growing in strength and has become more inclusive in great part due to the efforts of our principal. In particular, parents who speak a language other than English are showing greater attendance and participation. Translation is provided by bilingual staff members or by use of the Translation and Interpretation Unit.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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11. There are no ESL programs that warrant discontinuation at this time.

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17. At this time we do not offer any language elective, though we are considering offering foreign language classes for students.

1. Our school uses FCRTW Running records to assess early literacy skills of our ELLs and newcomers. The data provides the student's reading level and detailed information about letter recognition, sound-letter correspondence, concepts of prints, miscues, etc. Results reveal

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
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D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. We follow a rich professional development plan at our school. The ESL teacher participates in most trainings offered to regular classroom teachers, as well as specialized ESL trainings. The ESL teacher turnkeys the ESL trainings to the rest of the staff at faculty conference meetings, grade level common planning meetings, or Lunch-and-Learn workshops. Professional development for all staff who work with ELLs (classroom teachers, ICT teachers, cluster teachers, ESL teacher, asst. principal, parent coordinator, paraprofessionals, guidance counselor, realted service providers), is delivered by our support CFN Network, the ESL teacher, and other invited trainers. Further, teachers are encouraged to attend workshop offerings from ProTraxx, OELL, and BETAC. Professional Development for the school year thus far includes: Sep.: Academic Language/Instructional Conversations (LW Filmore), How to Use Google Apps in the Class, Personal Learning Systems (izone); Oct.: Use of Data from Performance Series, Applying Instructional Conversation to Lesson Planning; Nov: Brain Research and ELLs (OELL), ELLs and Literacy (OELL); Dec.: Data Use for ELLs through Acuity, ELA, and Math Tests (OELL). Throughout the year on a regularly scheduled basis, the staff is participating in Inter-School Visitations, frequent Teachers College Trainings, Visual Thinking Strategies training, and a Monthly Saturday PD prgram.

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3. As mentioned previously, our ESL teacher turnkeys her ESL PD's to the rest of the staff. The school provides one Saturday PD each month, facilitated by administration or by Network specialists, or other invited speakers on a wide range of subjects. Often the needs of ELL students is a topic of discussion. All professional development participation is recorded by the school payroll secretary, as well as through sign-in sheets and agendas.

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2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. We follow a rich professional development plan at our school. The ESL teacher participates in most trainings offered to regular classroom teachers, as well as specialized ESL trainings. The ESL teacher turnkeys the ESL trainings to the rest of the staff at faculty conference meetings, grade level common planning meetings, or Lunch-and-Learn workshops. Professional development for all staff who work with ELLs (classroom teachers, ICT teachers, cluster teachers, ESL teacher, asst. principal, parent coordinator, paraprofessionals, guidance counselor, realed service providers), is delivered by our support CFN Network, the ESL teacher, and other invited trainers. Further, teachers are encouraged to attend workshop offerings from ProTraxx, OELL, and BETAC. Professional Development for the school year thus far includes: Sep.: Academic Language/Instructional Conversations (LW Filmore), How to Use Google Apps in the Class, Personal Learning Systems (izone); Oct.: Use of Data from Performance Series, Applying Instructional Conversation to Lesson Planning; Nov: Brain Research and ELLs (OELL), ELLs and Literacy (OELL); Dec.: Data Use for ELLs through Acuity, ELA, and Math Tests (OELL). Throughout the year on a regularly scheduled basis, the staff is participating in Inter-School Visitations, frequent Teachers College Trainings, Visual Thinking Strategies training, and a Monthly Saturday PD prgram.

2. In order to assist ELLs in the transition to middle school, the ESL teacher and Guidance counselor conference regularly to plan for student needs. The Guidance counselor is in contact with ELL families during the middle school application process, and assists them in accessing information in their home language. Such support includes information to parents on schools that are geared to meet the needs of ELLs, as well as translation of necessary information (through the Translation Unit). The proximity of the middle school just one floor up provides opportunities for graduating elementary students to investigate middle school questions and options. In class, fifth grade students are introduced to sixth grade curriculum in order to familiarize them with what they will be experiencing the next year.

3. As mentioned previously, our ESL teacher turnkeys her ESL PD's to the rest of the staff. The school provides one Saturday PD each month, facilitated by administration or by Network specialists, or other invited speakers on a wide range of subjects. Often the needs of ELL students is a topic of discussion. All professional development participation is recorded by the school payroll secretary, as well as through sign-in sheets and agendas.

E. Parental Involvement

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

1. We are committed to fostering strong working relationships with the parents of our students, with a special outreach to parents of ELLs as well as to GenEd parents who speak another language. We have designated one of our rooms as a Parent Center where we provide computers with internet access and a range of resources. We intend to install an online English language learning program and possibly a GED program. Parents can access their child's data on ARIS and become familiar with some of the online programs that their children use, such as AhaMath, Starfall, etc. Our Parent Coordinator has developed an active parent workshop program and makes a specific effort to individually contact ELL parents. Parent involvement activities this year have included: What to Discuss with Your Child's Teacher at the Parent Teacher Conference, How to Use ARIS, Parents Do make a Difference/Parenting, What are the Common Core Learning Standards?, Cool Culture Program, and a weekly Parent Newsletter. Future workshops include: a Health Fair (organized with Cornell University), How to do Financial Planning and Budgeting, Family Game Nights, ESL for Parents, and others.

2. The school has a number of partnerships with a variety of organizations such as NYU's Insights program, and Love Your Block Garden project.

3. The school makes a concerted effort to let parents know that they are welcome to visit and to participate in the school. We foster open communication with parents. Formal surveys and informal contact are used to gather information about parent concerns and needs.

4. We hold a range of parent workshops about education issues as well as family life issues. Our PTA has been growing in strength and has become more inclusive in great part due to the efforts of our principal. In particular, parents who speak a language other than English are showing greater attendance and participation. Translation is provided by bilingual staff members or by use of the Translation and

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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	1	2	0	1								6
Intermediate(I)	0	1	1	1	3	0								6
Advanced (A)	1	1	1	2	1	1								7
Total	2	3	3	5	4	2	0	0	0	0	0	0	0	19

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1		1		1							
	I		1	1	1									
	A		1	2	1	1								
	P				2	3	1							
READING/ WRITING	B		1	1	2		1							
	I		1	1	1	3								
	A		1		2	1	1							
	P			1										

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	3	0	0	4
5	0	1	0	0	1
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3								3
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

B. 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses TCRWP Running records to assess early literacy skills of our ELLs and Newcomers. The data provides the student's reading level and detailed information about letter recognition, sound-letter correspondence, concepts of prints, miscues, etc. Results reveal

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS 316

School DBN: 17K316

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Olga Maluf	Principal		
Atiba Buckman	Assistant Principal		
Brenda Jones	Parent Coordinator		
Ellen Pratt	ESL Teacher		
Richelle Trivedi	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Diana Grindea	Guidance Counselor		
Altagracia Santana	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **17K316** School Name: **PS 316 Elijah J Stroud**

Cluster: **004** Network: **CFN 410**

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

Part A: Needs Assessment Findings

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

1. School staff and administration closely examine several sources of information to determine parent language preferences: ATS Home Language Report (RHLA) for an aggregate of the languages used by our parents, Home language Identification Survey and the Blue Card and the Parent Language Preference form for specific language preferences regarding written and oral communications.

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

2. Analysis of these information sources show that we have approximately 20 parents who prefer communication in Spanish, approximately 20 who prefer Bengali, and about 8 parents who prefer other languages, including Haitian-Creole. We are aware that these are parents of both ELL and GenEd students. In the near future, we will be including this information regarding the languages used by our school community in one of our school newsletters (in the above mentioned languages, as well as in English), with a note inviting parent to inform us of other preferences. This announcement will also be made at a PTA meeting.

Part B: Strategies and Activities

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

1. Our Parent Coordinator has implemented a comprehensive translation practice. School-wide letters of a high importance are translated into Spanish, Bengali, and Haitian Creole. Additionally, major invitations and announcements are translated as well. Written translations are obtained through a variety of means. We have bilingual (Spanish and Haitian-Creole) staff members to translate parent communications. Other languages such as Bengali and Fulani can be obtained through PTA member volunteers, or alternatively, via submission of documents to the Translation and Interpretation Unit for translation. This requires a certain amount of advance notice. For more immediate translation needs, we sometimes utilize online translation programs, such as through Google.

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

For oral interpretation services, we utilize a similar range of resources, including bilingual staff and volunteer PTA members, as well as the Translation and Interpretation Unit's over-the-phone interpretation service, which we have found to be very effective.

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

At PS 316, we determine within 10 days of a student's enrollment the primary language spoken by their parents, and if such language is not English, whether or not the parent requires assistance in order to communicate effectively with us. We ensure timely provision of translated documents through our existing resources. Additionally, we provide interpretation services at group and one-to-one meetings upon request when such services are necessary for parents to communicate with us.

Home Language Identification Survey forms are reviewed to determine student eligibility for LAB-R testing and placement in the appropriate ESL classes within ten days of enrollment. Parents or guardians of newly enrolled students eligible to receive support services to develop proficiency in English have the opportunity to attend an orientation session which provides information in English and their native language on the different program options available. A "Parent Survey and Program Selection Form", in the home language, indicating the program that

each parent/guardian chooses for his/her child is completed at that time. The parents or guardians of a student designated as English Language Learners (ELL) are notified in English and in the native language of their child's placement in the appropriate ESL program. At the end of each school year parents are given a "Continued Entitlement" letter , again in the home language. In order to have well-informed and active parental involvement, we also provide orientation workshops, on the state standards and assessment, health, safety, legal or disciplinary matters, school expectations, and general ESL program requirements. All sessions are conducted in English and in the native language of the child's parent or guardian. All documents that contain critical information regarding their child's education are translated. When unable to provide required translation into one or more covered languages, we provide a notice on the face of the English document in the appropriate covered language(s) indicating how a parent can request free translation or interpretation of such documents.