



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ELIJAH G. STROUD
DBN (i.e. 01M001): 17K316
Principal: OLGA MALUF
Principal Email: OMALUG@SCHOOLS.NYC.GOV
Superintendent: BUFFIE SIMMONS
Network Leader: QADIR DIXON

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Olga Maluf	*Principal or Designee	
Jeffrey Mizen	*UFT Chapter Leader or Designee	
Samantha Bernardine	*PA/PTA President or Designated Co-President	
Sandra Clinton	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Karen Weekes	Member/ Teacher	
Tiffany Alston	Member/	
Lettitia Clarke	Member/ PTA Co-vice president	
Alexandra Smith	Member/ PTA Secretary	
Shanna Levy	Member/ PTA Co-vice president	
Marsha Desormeaux	Member/ PTA	
Richelle Trivedi	Member/ PTA	
Dawn Thompson	Member/ Teacher	
Emily Welsh	Member/ Teacher	
Julie Kowalchick	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

ELA: By June 2014, the percentage of students in grades 3, 4, and 5 achieving proficiency (levels 3 and 4) on the ELA state exam will increase from 23.2% to 28% or more (28% is the percentage of 3rd, 4th, & 5th grade students citywide that achieved proficiency on the 2013 State ELA Exam).

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We looked at our progress report as well as our data and our QR. Although we achieved an A, we recognize the need to reach higher. We want our students to meet and/or exceed the citywide average proficiency level.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional development will be systematically implemented on a weekly basis in conjunction with our CFN, our AUSSIE Consultant, our internal PD provided by our AP, our teacher leaders, and other key staff, and external PD which we provide opportunities for our teachers to attend, on the following topics: CCLS, looking at student work, the new Advance evaluation system, Questioning and discussion techniques, Using Assessment in Instruction, Providing multiple entry points for students.
2. Our prep schedule was created to include common preps so teachers may meet during grade level meetings as well as inquiry teams.
3. We have also created AIS periods during the day, as well as extended day, and an after school ELA program.
4. RTI implementation plan
5. Weekly meetings with RTI team to assess and implement strategies for struggling students
6. Continual meetings with our AP around effective classroom practices
7. Teacher Leadership Program (TLP) an NYC DOE year leadership training program
8. Visual Thinking Strategies (VTS) Program. Using images of art work to foster thinking and communication skills as well as visual literacy.
9. An array of After School activities that are proven to build non cognitive character traits such as resilience and perseverance (which will help students build stamina during challenging learning situations.)

B. Key personnel and other resources used to implement each strategy/activity

1. Network Specialist, Assistant Principal, lead teachers, AIS Teacher, ESL Teacher, AUSSIE Consultant, ReadyGen Curriculum specialists
2. All teachers
3. AIS Teacher, SETTS Teacher, Extended Day teachers, Teachers of ELA After School Program
4. AIS Teacher, SETTS Teacher
5. SETTS teacher, AIS teacher, ESL teacher, AP, (when applicable: Guidance Counselor, Social Worker, crisis intervention specialist)
6. All Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Our school has weekly inquiry team meetings as well as monthly grade level meetings. During those times teachers have the opportunity to engage in inquiry work and we have the opportunity to provide differentiated professional development with teachers per grade, where we discuss student work and focus on the school's goals of learning to read in K-2 and reading to learn in grades 3-5.

2. One to one feedback meetings with teachers
3. Weekly meetings with AIS providers.
4. Weekly meetings with RTI team

D. Timeline for implementation and completion including start and end dates

1. September 2013- October 2013 Administer, score, and analyze beginning of year assessment data (Fountas & Pinnell Running Records-K-5, NYC Performance Assessments Grade 3, Scantron Performance Series on-line assessments for Reading, Fall Periodic Assessment for ELLs, ReadyGen Unit Assessments...)
2. November 2013- December 2013: Continue to analyze data
3. December 2013-May 2014: Monitoring Progress
4. January 2014-March 2014: Administering Middle of Year Benchmark Assessments using the assessment tools mentioned in item number 1.
5. April- June 2014: Administer and Analyze End of Year Assessments

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

In order to meet our goal we have created a professional development plan. We provide on-going professional development for our teachers on the new teacher evaluation system. Administration is monitoring Data binders on a monthly basis in order to ensure that the teachers are developing workable action plans when looking at student work. All grades also have an additional prep period each week to meet and discuss student progress and discuss strategies that are working for them.

Our extended day program is set up so that there are 10 students per teacher. Each teacher is working with the students in the areas that they are struggling in. We have also built monthly working periods for "Vertical Alignment" (to align curriculum across the grades). We have also initiated an inter-visitation program where teachers are given the opportunity to visit other classrooms and share best practices.

We have employed a GenerationReady Literacy Coach, who visits on a regular basis to provide support to teachers in aligning our curriculum to the citywide expectations.

In order to enhance our implementation of the common core state standards, and as a supplement to ReadyGen, we are implementing Junior Grade Books Literacy Program, which uses the Socratic approach to text analysis. We are also utilizing Teachers' College Writers workshop as a complement to the ReadyGen writing program. Administration is monitoring the progress of students on their baseline and on demand writing pieces after each genre to further inform instruction.

Teachers and administration are monitoring progress of the students on a periodic basis utilizing the assessment tools in our comprehensive assessment plan detailed in section C. We are providing Academic Intervention services to identified students (based on their specified scale scores, as per the new State Guidelines). Our A.I.S. providers are using the Fountas & Pinnell leveled literacy intervention program and Read 180 to assist students in meeting their goals

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. PTA meetings include guest speakers who are experts in special education
2. Parent Coordinator will train parents on how to use the ARIS parent link
3. Parent Coordinator will hold Parent workshops on the CCLS
4. The school has created and distributed a parent handbook.
5. Parents are invited into the school to see their child's performance in plays
6. Student of the month; students and parents are invited to our award ceremony
7. Regularly scheduled parent networking meetings
8. Learning leaders will do book talks and help teachers in classrooms

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #2

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 #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the percentage of students in grades 3, 4, and 5 achieving proficiency (levels 3 and 4) on the Math state exam will increase from 27.5% to 32.6% or more (32.6% is the percentage of 3rd, 4th, & 5th grade students citywide that achieved proficiency on the 2013 State Math Exam).

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We looked at our progress report as well as our data and our QR. Although we achieved an "A", we recognize the need to reach higher. We want our students to meet and/or exceed the citywide average proficiency level.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional development will be systematically implemented on a weekly basis in conjunction with our CFN, our Math GenerationReady Consultant, our internal PD provided by our AP, our teacher leaders, and other key staff, and external PD which we provide opportunities for our teachers to attend, on the following topics: CCLS, looking at student work, the new Advance evaluation system, Questioning and discussion techniques, Using Assessment in Instruction, Providing multiple entry points for students.
2. Our prep schedule was created to include common preps so teachers may meet during grade level meetings as well as inquiry teams.
3. We have also created AIS periods during the day, as well as extended day, and an after school ELA program.
4. RTI implementation plan
5. Weekly meetings with RTI team to assess and implement strategies for struggling students
6. Continual meetings with our AP around effective classroom practices
7. Teacher Leadership Program (TLP) an NYC DOE year leadership training program
8. Visual Thinking Strategies (VTS) Program. Using images of art work to foster thinking and communication skills which helps students explain and justify their reasoning.
9. An array of After School activities that are proven to build non cognitive character traits such as resilience and perseverance (which will help students build stamina during challenging learning situations.)
10. ST on-line math program.

B. Key personnel and other resources used to implement each strategy/activity

1. Network Specialist, Assistant Principal, lead teachers, AIS Teacher, ESL Teacher, AUSSIE Consultant, ReadyGen Curriculum specialists
2. All teachers

3. AIS Teacher, SETTS Teacher, Extended Day teachers, Teachers of Math After School Program

4. AIS Teacher, SETTS Teacher
5. SETTS teacher, AIS teacher, ESL teacher, AP, (when applicable: Guidance Counselor, Social Worker, crisis intervention specialist)
6. All Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Our school has weekly inquiry team meetings as well as monthly grade level meetings. During those times teachers have the opportunity to engage in inquiry work and we have the opportunity to provide differentiated professional development with teachers per grade, where we discuss student work and focus on the school's goals of learning to read in K-2 and reading to learn in grades 3-5.
2. One to one feedback meetings with teachers

3. Weekly meetings with AIS providers.
4. Weekly meetings with RTI team

D. Timeline for implementation and completion including start and end dates

1. September 2013- October 2013 Administer, score, and analyze beginning of year assessment data
2. November 2013- December 2013: Continue to analyze data
3. December 2013-May 2014: Monitoring Progress
4. January 2014-March 2014: Administering Middle of Year Benchmark Assessments using the assessment tools mentioned in item number
5. April- June 2014: Administer and Analyze End of Year Assessments

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

In order to meet our goal we have created a professional development plan. We provide on-going professional development for our teachers on the new teacher evaluation system. Administration is monitoring Data binders on a monthly basis in order to ensure that the teachers are developing workable action plans when looking at student work. All grades also have an additional prep period each week to meet and discuss student progress and discuss strategies that are working for them.

Our extended day program is set up so that there are 10 students per teacher. Each teacher is working with the students in the areas that they are struggling in. We have also built monthly working periods for “Vertical Alignment” (to align curriculum across the grades). We have also initiated an inter-visitation program where teachers are given the opportunity to visit other classrooms and share best practices.

We have employed a GenerationReady Math Coach, who visits on a regular basis to provide support to teachers in aligning our curriculum to the citywide expectations.

In order to enhance our implementation of the common core state standards, and as a supplement to GoMath, we are implementing ST Math, an on-line math program

Teachers and administration are monitoring progress of the students on a periodic basis utilizing the assessment tools in our comprehensive assessment plan detailed in section C. We are providing Academic Intervention services to identified students (based on their specified scale scores, as per the new State Guidelines). Our A.I.S. providers provide interventions based upon each student’s individual area(s) of need.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

1. PTA meetings include guest speakers who are experts in special education
2. Parent Coordinator will train parents on how to use the ARIS parent link
3. Parent Coordinator will hold Parent workshops on the CCLS
4. The school has created and distributed a parent handbook.
5. Parents are invited into the school to see their child’s performance in plays
6. Student of the month; students and parents are invited to our award ceremony
7. Regularly scheduled parent networking meetings
8. Learning leaders will do book talks and help teachers in classrooms

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 75% of teachers will use computer and internet tools and programs to assess students understanding of unit curriculum content and help support the development of students' technology skills.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Increasing amounts of student data, as well as instructional programs, are becoming more readily accessible by the teacher on line. This year we have a number of new data basis that we utilize such as: School Net, reading tracker, performance series, ARIS, STARS, Activate C-8, ST Math, GoMath Think Central. This data will teachers assist teachers in identifying students specific areas of strengths and areas of need, which will help inform instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We will first assess the individual ready levels of our teachers
2. We will provide support/PD as needed, such as: lunch and learns, one on one support by our technology expert, hands on training sessions...
3. We will continue to ensure laptops in every classroom with full classroom sets in our upper grades, 3-5 (including upkeep, repairs, replacements, as needed).
4. We will provide all teachers with iPads and laptops.
5. We will provide all classrooms with smart boards and document cameras.
6. We also have 2 fully equipped computer labs for grades K-5. These computers are used by students for such programs as; ST Math, Activate (C-8) as well as teacher scheduled use of labs for computer research projects.
7. Computer licenses available to all of our students include: Brainpop.com, Starfall.com, e-books, NOVELny, Spell City.com

B. Key personnel and other resources used to implement each strategy/activity

1. We have dedicated part of our budget to employ a permanent computer technology teacher to ensure ready access to technology. We have laptops in every classroom with full classroom sets in our upper grades, 3-5. All teachers were provided iPads and laptops. All classrooms have smart boards and document cameras. We also have 2 fully equipped computer labs for grades K-5. These computers are used by students for such programs as; ST Math, Activate (C-8) as well as teacher scheduled use of labs for computer research projects.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Utilizing the computer, teachers will download student data and meet during weekly inquiry meetings to analyze the data.
2. We will monitor user history to determine levels of usage and to identify teachers who need support.
3. Our data specialist and testing coordinator meet weekly to analyze the data generated by the assessment tools.

D. Timeline for implementation and completion including start and end dates

1. September: assess teacher proficiency in the use of relevant data basis and determine high need areas
2. October: Determine strategies to provide high leverage training
3. October – June: Provide continual professional development
4. October – June: Continually monitor usage profiles to ensure that teachers are logging-on and using the data tools.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Using on-line surveys, created to assess computer proficiency, we will identify the individual ready levels of our teachers. Based upon the needs of our teachers, we will provide support/PD, such as: lunch and learns, one on one support by our technology expert, hands on training sessions...

We will also continue to ensure laptops in every classroom with full classroom sets in our upper grades, 3-5 (including upkeep, repairs, replacements, as needed). We will provide all teachers with iPads and laptops, along with the needed technical support.

Our technology expert will be on hand to familiarize and provide guidance in the use of classroom smart boards and document cameras.

We also have 2 fully equipped computer labs for grades K-5. These computers are used by students for such programs as; ST Math, Activate (C-8) as well as teacher

scheduled use of labs for computer research projects. The use of these labs will be monitored through a school wide, on-line centralized schedule.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. PTA meetings will include information regarding technology
2. Parent Coordinator will train parents on how to use the ARIS parent link
3. We have provided computers and printers in our designated PTA room
4. Our technology expert supports the PTA and parent use of school computers
5. During parent teacher conferences we provide data printouts of student progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, parental involvement and participation will have increased by 25% from the baseline year of 2013.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Research indicates that when parents are involved and participate in their child's education, student performance increases. We are committed to collaborating with and involving our parents in working together to help our students achieve. To this end, we have identified parent involvement as one of our goals.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Parent Teacher Association
2. School Leadership Team
3. Title 1 Parent Committee or Council
4. President's Council
5. Community and Citywide Education Councils
6. Monthly Breakfast with the Principal
7. Learning Leaders
8. Class Parent Volunteers

B. Key personnel and other resources used to implement each strategy/activity

1. PTA (President, Co-vice President, Secretary, and Treasurer) Parents/Guardians
2. SLT Members, comprised of school staff as well as parents
3. Advisory committee representing parents of participating Title 1 children
4. President Council Members
5. CEC members; parent volunteers
6. Principal, PTA, Parent Coordinator
7. Learning Leader-Trainers

8. Class parent volunteers coordinated by Teachers, Parent Coordinator, and PTA
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. The PTA and Parent Coordinator work together to discuss strategies regarding increasing parent involvement. Meeting agendas and sign in sheets are collected and monitored to review parent participation. 2. The SLT and Principal regularly scheduled meetings. 3. Parents participate in the development of the school's Title 1 parent involvement policy, program and support plans for SWD & ELL's, and school budget. 4. President Council will assist in the establishment, reestablishment of new Parent Associations 5. Parent Volunteers helping to shape educational policies and priorities 6. Monthly "Breakfast with the Principal" program; agenda's and sign-in sheets are collected and reviewed for participation. Discussions with PTA & PC for suggestions regarding increasing involvement.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. All programs/meetings/associations/teams meet on a regular basis (monthly, weekly, bi-weekly) beginning in September and continuing throughout the year.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. The PTA is a long standing organization of parents and guardians of PS 316's students. The PTA supports the school in a myriad of ways (encouraging parent involvement, raising funds, giving voice to parent opinion...) 2. The SLT plays a significant role in creating a structure for school based decision making, and functions as the primary vehicle for parents to work with staff and administration to identify school priorities, analyze school budgets, and evaluate the school's progress in meeting goals. 3. Title 1 Parent Committee ensures that parents participate in the development in the school's Title 1 parent involvement policy, programs, support plans for SWD and ELLs, and school budgets. 4. President's Council is responsible for assisting in the establishment/re-establishment of new Parent Associations, providing assistance to Pas in drafting/revising by-laws, observing and conducting elections, and developing new parent leaders. 5. CEC Members are parent volunteers who provide hands-on leadership and support for the public schools within their community. Parents are recruited and encouraged to participate. 6. Breakfast with the Principal is a monthly program designed to encourage parents to visit the school, meet with the principal and engage in conversations, and learn about current and important school events. 7. Learning leaders is an innovative program which recruits and trains parents to serve as school volunteers. This program has been shown to increase student achievement and improve student behavior. 8. Class Parents volunteer some of their time. They work together with the Parent Coordinator and PTA to increase communication between parents and school.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).	
<ol style="list-style-type: none"> 1. PTA meetings include guest speakers who are experts in special education 2. Parent Coordinator will train parents on how to use the ARIS parent link 3. Parent Coordinator will hold Parent workshops on the CCLS 4. The school has created and distributed a parent handbook. 5. Parents are invited into the school to see their child's performance in plays 6. Student of the month; students and parents are invited to our award ceremony 7. Regularly scheduled parent networking meetings 8. Learning leaders will do book talks and help teachers in classrooms 	

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Fountas & Pinnell Leveled Literacy Intervention Program, Foundations, Readers' Theater, Guided Reading, Book Clubs, Read 180, RAZKids, Peer Tutoring Program, Tier 1 ReadyGEN scaffolded instruction	Tier 3; 1-on-1 support, Tier 2 small group instruction	During the school day, extended day, after school academic program
Mathematics	GoMath, Re-teaching of skills not mastered, ST Math computer program, C8 Science program	Tier3; 1-on-1 support, Tier 2 small group instruction	During the school day, extended day, after school academic program
Science	Re-teaching of skills not mastered	Tier 2 Small group	During the school day, after school science club
Social Studies	Re-teaching of skills not mastered, Readers' Theater	Tier 2 Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	NOBLE Mentoring Program, CCM Counseling, Crisis Intervention Specialist, PBIS strategies, Respect for All, Social Skills Group	Tier 3; 1-on-1 support, Tier 2 small group instruction	During the school day, after school mentoring program

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Currently, all of our teachers are deemed to be "Highly Qualified." In order to continue to recruit Highly Qualified teachers, we utilize the Open Hire system as well as work in collaboration with Queens College, St. John's University, York College, and Touro College. We encourage our current staff to recommend their acquaintances, former colleagues, etc. Then, we have our "hiring committee," formed by teachers and administrators, interview all candidates for any position within the building.

The majority of teachers in the building hold more than one license.

We conduct frequent observations, utilizing the Framework for Teaching to measure teaching practices. We then provide timely, specific feedback to support teachers in improving their practices.

We presently employ two consultant coaches: Literacy Coach and a Math Coach, through GenerationReady. These consultants visit our school every other week to provide support to teachers.

Teachers regularly share "best practices," materials, resources, etc., and develop curriculum that is aligned to the CCLS.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

In order to provide high quality Professional Development, we have partnerships with Pearson, Houghton Mifflin, the UFT Teacher Center, Great Books, GenerationReady Consultants, and many more. In addition, the two consultants; Literacy coach, Math coach, as well as our Administration, School Psychologist, and teachers share "best practices" as well as research-based information on particular programs, strategies, etc.

When staff members attend workshops, they turnkey the information received to the appropriate members of the school faculty.

Our speech teacher has presented to the staff on topics such as identifying areas of need. Our AIS provider, ESL Teacher/testing coordinator regularly conduct PDs to inform and support the staff with strategies that may be used within the classroom. The School Psychologist has worked with the staff on FBAs, BIPs, and Behavior Management systems. The CFN has provided the faculty with training in such areas as Wilson and Foundations. The CFN also provides continued, weekly support for our ICT teachers

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

In order to provide supplies, books, uniforms, etc. to students in temporary housing, we use monies from Fair Student Funding. We also provide attendance outreach through our Guidance staff (Title 1 and Fair Student Funding monies are used for this purpose). Workshops and programs for Domestic Violence Prevention, Anti-bullying, etc. are typically donated by the PTA or donated by particular organizations.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

In order to help preschoolers adjust to their new school, a member of the staff greets and assesses every student who registers for school. A parent handbook is given to all families when they register. An Orientation (with tour) will be given in Spring. At this time, the administration and members of the staff will communicate ideas with families about

how best to prepare their children to move on to elementary school. Parents of incoming Kindergarten students are invited to attend PTA meetings.

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are active members of the decision making process. They meet in grade level teams as well as across grades to discuss appropriate instruction and assessments. Additionally, we have a MOSL committee. The committee worked together to decide on the assessments that would be used as part of the Advance teacher rating system. Lastly, our SLT meets regularly to discuss the needs of the school and what the best methods of formative assessment, instruction, and summative assessments are for each student population.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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, PS 316, 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. PS 316 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;

PS 316'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;

PS 316 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

PS 316, 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 17	Borough Brooklyn	School Number 316
School Name P.S. 316 Elijah G. Stroud		

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

Principal Olga Maluf	Assistant Principal Eva Chejfetz
Coach type here	Coach type here
ESL Teacher Ellen Pratt, ESL Teacher/Coord	Guidance Counselor type here
Teacher/Subject Area type here	Parent Samantha Bernardine
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	265	Total number of ELLs	14	ELLs as share of total student population (%)	5.28%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	5	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	9	0	2	5	0	3	0	0	0	14
Total	9	0	2	5	0	3	0	0	0	14

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	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: ____	Hispanic/Latino:
Native American: ____	White (Non-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	1		4		3								9
Chinese														0
Russian														0
Bengali		1			1									2
Urdu														0
Arabic														0
Haitian					1	1								2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	1	2	0	4	2	5	0	0	0	0	0	0	0	14

Part III: Assessment Analysis

Assessment Breakdown

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

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	2		1		2								6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)				2	2									4
Advanced (A)				1		3								4
Total	1	2	0	4	2	5	0	0	0	0	0	0	0	14

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1			2
4	2	2			4
5	2	2			4
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1						2
4	1	2	1	1					5
5	2	1	2						5
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1	1	1	1		1		5
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Last year, our school used TCRWP running records to assess early literacy skills of our ELLs and Newcomers. This year we switched to Fountas & Pinnell Benchmark Assessment System, in part because it provides more detailed and more extensive information. This data provides the student's independent and instructional reading levels and detailed information about letter recognition, sound-letter correspondence, concepts of prints, miscues, etc. Results reveal an overall need to strengthen phonemic awareness, fluency, and comprehension strategies with more targeted instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In looking at data patterns for our new ELL students, we find that their LAB-R scores tend to be quite variable across proficiency levels and across modalities. The type of schooling they had in their home country can influence their proficiencies. For example, if their former schooling included English instruction, often these students obtain higher scores on Reading and Writing than in Listening or Speaking. Their first language also influences their scores. For example, languages with a non-Latin alphabet often result in lower Reading and Writing scores. Also, a student's personality might influence scores. For example, a student who is more outgoing tends to achieve a higher score in speaking. NYSESLAT scores which determine placement in proficiency levels, show that the large majority of beginner students are all newcomers (lower and upper grade). The intermediate students have been ELL students for anywhere from 2 to 4 years, and the advanced students have generally been here the longest (2 to 5 years). This is consistent with current research which shows students require anywhere from 3 to 7 years to acquire proficiency in academic English.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The State did not release the Spring 2013 NYSESLAT scores in combined modalities.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

At this time, we have four languages represented: the large majority are Spanish, with smaller numbers of Bengali, Haitian-Creole, and Fulani. Historically, our ELL population tends to be evenly dispersed across grade levels and proficiency levels, though this year about 75% are in the upper grades (3-5). There are approximately equal numbers of beginner, intermediate, and advanced students in the upper grades. The lower grade students are all beginners. Data patterns across proficiency and grade levels reveal that about 2/3 of our ELL students are newcomers (0-3 years), and about 1/3 are medium-term (4-6 years) students. This has remained consistent over the past several years. Of the newcomers, about half are beginners, a quarter are intermediates, and the remaining quarter are advanced. We need to ensure that the beginner and intermediate students move up, and that the advanced students are able to maximize their progress, and possibly test out. Of the medium-term students, there is one beginner. The rest are split between intermediate and advanced. These advanced students need targeted instruction to support them in obtaining proficiency on the NYSESLAT, or they risk becoming long-term ELLs. Not all of our ELL students have had the opportunity to develop full literacy in their native languages, and therefore, those students do not take tests in their native language. A few upper grade students who enter as newcomers and who have, at least initially, higher levels of literacy in their native languages than in English, do take exams such as math or science in their native languages, and they perform better thusly until their English proficiency has developed.

When the results of the NYSESLAT become available, we examine the data in order to track student progress and to identify areas of need and strength in students who continue in the ESL program. In addition, during the year we utilize the Fall and Spring ELL Periodic Assessment as well as the Attanasio series Getting Ready for the NYSESLAT. Results from the ELL Periodic Assessments are accessible online through Pearson Inform. Reports are created in order to analyze the data by item and by skill and used to drive instruction. Results are shared with classroom teachers as well.

The results of the periodic assessments reveal that students need greater vocabulary knowledge, but not necessarily content-specific words. Rather, more high-frequency words and cross-disciplinary words used in academic text, such as however, therefore, at least are more potent. These words are pivotal when making meaning of text. Also, verb tense, grammar and parts of speech need greater explicit instruction in the context of our reading and writing. Native Language, or, L1, is used in ESL and in the main classrooms to the extent possible and as needed in order to support content comprehension. Students are encouraged to use bilingual dictionaries when appropriate,

and to make use of L1 tests in Math and Science.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

With a fully developed program of diagnostic, formative, and summative assessments, we have a solid body of data to mine for detailed learning profiles of our students. Tier 1 instructional level provides differentiation in the main classroom and in the ESL class toward ELL students' English language development. If an ELL student comes in below grade level, or a current ELL student drops noticeably below grade level, they will receive Tier 2 intervention in small group either in the main classroom, or the ESL classroom, or the AIS classroom, depending on where a group exists or can be formed that addresses a student's particular language needs. Tier 3 is used when students demonstrate a need for more intensive academic support. Sometimes, an ELL student new to the country will receive one-on-one academic support on an at-risk basis in order to provide a boost toward English language development.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL and Classroom teachers confer frequently about ELL students and their language needs. When possible, students are placed with a classroom teacher who has at least some knowledge of the child's L1.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We do not have a dual language program at our school.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We make a strong effort to maintain a dynamic instructional program. Research-based pedagogy, best practices, and data-driven instruction are the basis for the ESL program. The success of the program is monitored by analysis of assessment data. Data from the NYSESLAT, ELL Periodic Assessments, as well as the ELA are examined to monitor student progress. When a student doesn't move up a level, the scale scores are examined to determine whether a student has moved up or down within a level. The data are utilized for item analysis to drive targeted instruction. Our goal is to create an environment where students can experience the thrill of cognitive stimulation that comes from real learning. We strive to instill a love of language and of learning.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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 and parent, 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 (usually the same day). 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, the Spanish LAB is administered to determine native language proficiency.

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.
- 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 available) and in English. Parents are informed that all schools offer bilingual programs once the school meets the criteria of opening such programs according to the Aspira Consent Decree, which in grade K-8 schools, would be a minimum of 15 students in at least two contiguous grades, speaking the same language.
- 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
- Entitlement letters are sent to Parents whose child received a score on the LAB-R which indicates non-proficiency in English. This score is verified by accessing the RLAT and RNMR reports on ATS. To ensure that Entitlement letters are distributed appropriately and that the Parent Survey/Program Selection forms are obtained we have implemented a checklist/spreadsheet 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, Spanish LAB, 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. 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.
- 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- 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.

6. 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.) 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.  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. 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

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. ESL Class sizes are small and range from 3 to 7 students.

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)?

Our ESL teacher carries a full instructional schedule in order to deliver the full mandate of ESL minutes for all students. The Lower grade Beginner-Intermediate students are grouped together and the Upper grade Beginner-Intermediate students are grouped together, and all receive a minimum of 360 minutes per week of instruction. The Lower grade Advanced students and the Upper grade 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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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, and 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. 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. Students learn about their brains and about thinking. We promote a Growth Mindset way of thinking (as described by Carol Dweck). Instruction is informed by the research and teachings of Lily Wong Fillmore, Kate Kinsella, Elfrieda Hiebert, and Andrea Honigsfeld.

New Spanish-speaking entrants to the ELL program are administered the Spanish LAB assessment in order to determine their level of literacy in their native language. This information is used to determine ways to employ Spanish instructional materials that would support content and English learning.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
- 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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- We follow a comprehensive assessment approach that includes diagnostic, formative, and summative assessment. In addition to the LAB-R (soon to be NYSITELL) and the Spanish LAB and NYSESLAY, we utilize the Fall and Spring Periodic Assessments and access the data online from Pearson Inform. ESL students also take the Scantron Performance Series Language Arts online assessments twice a year to provided information about learning needs related to grammar, sentenced construction, and mechanics. During class time, the teacher incorporates immediate feedback assessments in all four modalities.
6. How do you differentiate instruction for ELL subgroups?
- a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 student would be administered a series of assessments to determine areas of strengths and weaknesses that would serve to guide instruction and delivery of RtI, intensive ESL, and AIS services. Lessons could be adapted to cover key information in a way that is accessible and culturally relevant, without oversimplifying it. Just because a student doesn't know the language doesn't mean s/he can't think!

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, vocabulary and higher level thinking skills would be provided to address these deficiencies.

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.

- 7. 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?

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, aural, kinesthetic, tactile), materials, grouping, technology options, and project products are used. Teachers employ instructional strategies that include use of visual supports, bilingual materials, use of cognates, pairing same-language ELLs, among other strategies. Grade-level materials that provide access to content include phonics materials, listening media, SmartBoard resources, and a rich ESL classroom library which contains leveled books, bilingual books, pop-up books, board books, picture books, chapter books, non-fiction and fiction, magazines, etc.

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

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 SETTSS.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

Our school supports a wide range of intervention programs, all of which are utilized with all students and are especially used with ELLs. We provide targeted, small- group instruction in literacy and math embedded into daily instructional flow. We have an AIS teacher who uses a range of programs including Fontas and Pinnell Leveled Literacy and Wilson Reading System. Our extended Day program, with is attended by all ELL students oin grades 1-5, utilizes Ready and Kaplan for ELA and Math. During Extended Day, another classroom of students uses Read 180. We use a special online math program called ST Math with lower grades. Lower grades also participate in a program called ACTIVATE which promotes development of the eight major cognitive skills. We also offer an After-School Academic Academy after regular school hours twice a week, and during mid-winter and spring breaks. ELL students in particular are encouraged to attend. Reading Rescue intervention is provided one-on-one with Tier 3 students (included ELLs). All these program are attended by ELLs as appropriate.

Interventions for content areas such as science ans social studies s provided where student needs are demonstrated, in a variety of ways. Specific science and social studies texts are selected to address gaps. The ESL teacher frequently involves ELL students in hands-on activites for instructional prposes, such as carving pumpkins, playing board games, following a recipe (including determining measurements) to make home-made clay, etc.

Our school maintains a deeply-held view of the child as a whole person, and as such we also provide strong support to the socio-emotional needs of our students, including ELLs. Our guidance counselor, social worker, psychological therapist, and school psychologist are all available to meet with students on an “at-risk” basis, as needed. Further, we have built a full program of enrichment activities including extracurricular music programs such as cello, violin, and lunchtime drumming. We have an Alvin Ailey Dance program. And we have well-establish Friday after-school Clubs program with a varied menu of topics, such as chess, yoga, crochet, board games, basketball, and Spanish Club.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program has shown to be effective in helping ELL student develop their English language proficiency as evidenced by their performance, with steady growth. The ESL program, like the main classrooms, use non fiction texts, as well as a range of other nonfiction media, to promote content knowledge.

11. What new programs or improvements will be considered for the upcoming school year?

The ESL Teacher/Coordinator is constantly revising and improving the scope and sequence of the ESL instructional program. Currently, we are focusing on ways to continually enhance our incorporation of the CCLS.

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Every student at our school has equal access to all programs, including ELL students. In order to compensate for any p\barriers placed by language differences, we reach out specifically to ELLs to include them in our many extracurricular activities. We proactively recruit ELLs 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We employ a wide variety of instructional materials, including Wilson Foundations, Wilson Reading System, Fountas and Pinnell Leveled Literacy Intervention, Foss Science, and NYS Social Studies Core Curriculum materials. Go Math is available in Spanish, and for ReadyGen, when it is possible, we obtain texts in students’ home language when appropriate, to allow them to more fully access the content. 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 STMath, OneMoreStory, BrainPop, Starfall, and apps on the iPad. Most classrooms have laptops for all students, and all classes have access to two full computer labs, These materials provide a number of modalities for ELLs to access language and content for learning.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our Freestanding ESL program is English-only. However, we believe that students are best served when both languages are developed. Literacy concepts developed in L1 transfer to L2. 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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

At this time we do not offer any language elective, other than our Friday after-school Spanish Club.

19. For schools with dual language programs:

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

Our school does not have a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our school follows a rich professional development plan. The ESL teacher participates in most trainings offered to regular classroom teachers, as well as specialized ESL trainings. Recent PD sessions have included the Election Day OELL PD with keynote speaker Kate Kinsella discussing ELL vocabulary acquisition, a CFN 410 PD series by Andrea Honisfeld discussing Common Core for ELLs, and the NYS TESOL annual conference. 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, related 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. Throughout the year, the staff is participates in Inter-School Visitations, RedayGen and GoMath trainings, Visual Thinking Strategies training, Thinking Maps trainings, and faculty PDs.

As stated earlier, the ESL teacher consults frequently with classroom teachers regarding individual student needs as well as instructional approached for ELLs. Resources and student materials are shared (Colorin Colorado, Reading Rockets, useful cognates, bilingual texts, bilingual picture dictionaries, etc.). Recently, teachers received a resource titled “CCSS and ELLs” by Estee Lopez.

The ESL teacher and Guidance counselor conference together in order to plan ways to assist ELLs in the transition to middle school. 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

A wide range of Professional Development opportunities are offered to all school staff members during Workshops and Staff Development days. These events include different strategies to assist staff members in the instruction of academic language through content for ELLs and in oral communication for ELLs. As mentioned previously, our ESL teacher turnkeys her ESL PD’s to the rest of the staff. During most types of PDs, the needs of ELL students is often a topic of discussion. All professional development participation is recorded by the school payroll secretary, as well as through sign-in sheets and agendas.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

We believe that strong relationships with parents and students provide the greatest benefit for our ELL students. We foster these relationships through specific outreach to parents of both ELL students and non-ELL students whose parents speak a language other than English. We have a Parents Center/PTA room with a range of resources, including, but not limited to: our parent coordinator, computers with internet access for research and communication and written materials. We help parents to gain access to English language learning programs, as well as GED programs. Parents have access to their child's data on ARIS and have the opportunity to become familiar with programs that their children are using and involved in. We have an active parent workshop program, for which our parent coordinator makes a special effort to involve parents of ELL students through specific outreach.

Our school has coordinated with NYU programming to provide workshops for parents. We also have a partnership with NOBLE, which fosters strong relationships between our ELL and general education students and the law enforcement. We have a wellness room in our school, managed by a clinician from CCM who provides counseling services for our students as well as resources for parents and family sessions.

The school works hard to ensure that parents are aware that they are welcome to visit and participate in our school. We foster open communication with parents through the use of formal surveys and informal contact to open the floor for parents to voice concerns, needs or desires.

We hold a variety of parent workshops that focus on how family life issues and academic issues are related. We have a strong PTA that has become more inclusive through the efforts of our principal and parent coordinator. Parents who speak a language other than English are showing in greater attendance and participation. We have bilingual staff members and utilize the Translation and Interpretation Unit for translation.

E. 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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Olga Maluf	Principal		1/1/01
Eva Chejletz	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Ellen Pratt	ESL Teacher		1/1/01
Samantha Bernardine	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K316 School Name: P.S. 316 Elijah G Stroud

Cluster: 4 Network: 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.

In order to assess our schools written translation and oral interpretation needs for our parent community we collate information from several sources. We use the ATS Home Language Report (RHLLA) to determine Home languages used in students' homes, and we use the information from the Home Language Identification Survey, the Blue Card, and the Parent Language Preference Form for parents' specific language preferences for 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.

The dominant language among families in our school is English, as we have a relatively small ELL/immigrant population. Nonetheless, we feel it is important to ensure that non-dominant language families are not excluded, especially since we find that there are more English-learners among parents than there are among students. The most common languages include Spanish, Bengali, Haitian-Creole, and Fulani/Pulaar. The Parent Coordinator and the PTA/Parent Center are directly across the hall from each other and are in frequent and close contact with each other. They consult with the Pupil Personnel Secretary, the social worker, and the ESL teacher for information regarding parent language needs. Our school newsletters, as well as announcements at PTA meetings, solicit information about language needs.

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.

Written communications home to parents and families (such as school-wide letters of high importance, major invitations, and announcements) are provided in both English and the parent's preferred language. The DOE frequently provides translated versions of important communications in numerous languages online. This is very helpful in our endeavor to provide communication in multiple languages. The length of time required to be able to produce written translations in a timely manner can be quite challenging with the fast pace of a school week. Therefore we have found it helpful to maintain as large a list as possible of people who are willing to perform written translations, allowing us a large resource to draw from. Our written translation corps includes school staff (teachers, paraprofessionals, social worker, principal), parents, and PTA members. On other occasions we utilize online written 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.

We find that oral interpretation doesn't always require as much lead time to produce as does written translation, in addition to which it usually needs to be simultaneous. We call upon the same corps of people for oral interpretation as we do for written translation. Additionally, we frequently avail ourselves of the free over-the-phone interpretation services provided by the DOE, an extremely valuable service.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for Translation and Interpretation services, parents are notified by letter of the translation and interpretation services available. In school we have prominently posted documents such as the "NYC DOE Speaks Your Language", "I'm a parent and I speak...", multilingual Welcome poster, "Language Identification Guide", and the School Safety Agent Languages Notice.

