

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **17K316**

School Name: **P.S. 316 ELIJAH STROUD**

Principal: **OLGA MALUF**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 316 School Number (DBN): 17K316
Grades Served: Pre-K through 5th Grade
School Address: 750 Classon Avenue
Phone Number: (718) 638-4043 Fax: (718) 230-5366
School Contact Person: Ellen Pratt Email Address: EPratt2@schools.nyc.gov
Principal: Olga Maluf
UFT Chapter Leader: Emily Welsh
Parents' Association President: Monique Nieves
SLT Chairperson: Richelle Trivedi & Emily Welsh
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Delia Arthur
Student Representative(s): N/A

District Information

District: 17 Superintendent: Clarence Ellis
Superintendent's Office Address: 1225 Park Place, Brooklyn, NY
Superintendent's Email Address: Cellis3@schools.nyc.gov
Phone Number: (718) 221-4372 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn District 17 Director: Cheryl Watson-Harris
415 89th St., Brooklyn, 11209 or 4390 Flatlands Ave., Brooklyn,
Director's Office Address: 11234
Director's Email Address: CWatsonHarris@schools.nyc.gov
Phone Number: 718-759-4862 Fax: N/A

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Olga Maluf	*Principal or Designee	
Emily Welsh	*UFT Chapter Leader or Designee	
Monique Nieves	*PA/PTA President or Designated Co-President	
Nicole Hamlett	DC 37 Representative (staff), if applicable	
Delia Arthur	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Gretchen Metzger	Member/ School Staff	
Jackie Keen	Member/ School Staff	
Dawn Thompson	Member/ School Staff	
Alissa Porto	Member/ School Staff	
Rachelle Trivedi	Member/ Parent	
Beth Horboychuk	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eric Nightlinger	Member/ Parent	
Alexandra Smith	Member/ Parent	
Aletha Chery	Member/ Parent	
Rhonda Boxill	Member/ Parent	
	Member/	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The school's mission is to ensure that children leave P.S. 316 with a set of moral and social-emotional values that encompasses self-esteem, tolerance, resilience, and a sense of community; a complement of standards-based reading, writing, and thinking skills across curricula; and an appreciation and respect for cultures and diversity in our school community. We strive to nurture a community of students who are critical thinkers and problem solvers with discriminating minds on a quest for knowledge. We focus on developing the whole child, academically, socially, emotionally, and physically. We value the partnerships that exist between our school, our families, and our community at large.

The school community includes 354 students from pre-kindergarten through grade 5; of which 76% are Black, from a range of backgrounds, 16% Hispanic, 7% White, and 1% Asian students. The student body includes 3% English language learners and 10% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The neighborhood community and our school are experiencing demographic change. The administration strives to adapt to those changing needs. Four diverse classroom settings, including ASD NEST, Gifted and Talented, ICT, and General Education are offered.

One of our school's most significant partnerships is with NYU in building our ASD NEST program for students on the spectrum for autism. The entire school benefits from the expertise and best practices of that program. Other partnerships maintained are with arts and mentoring groups, including Community Word Project, Visual Thinking Strategies (VTS), NOBLE, Alvin Ailey, and El Sistema Music Program.

The most progress our school has made within the six elements of the Framework for Great Schools is Supportive Environment. For example, great efforts have been made to move away from punitive to positive, proactive interventions and to offer an extensive array of enrichment activities. Significant progress has also been made within the area of Collaborative Work Among Teachers. A Teacher Inter-visitation Program was piloted in 2014 (stemming from school's involvement in the Teacher Leadership Program) in which teachers observed other teachers' best practices. Additional time was allotted for grade-level inquiry.

Our key areas of focus for this school year are Rigorous Instruction, working to strengthen teacher practice in order to help students extend their thinking; Collaborative Teachers, expanding the Teacher Inter-visitation Program; and Strong Family-Community Ties, focusing on increasing parental involvement and community-based partnerships.

17K316 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	360	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	81.3%	% Attendance Rate		92.1%
% Free Lunch	82.1%	% Reduced Lunch		6.8%
% Limited English Proficient	4.2%	% Students with Disabilities		20.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.3%	% Black or African American		74.0%
% Hispanic or Latino	18.8%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	3.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.2	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		6.05
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	31.1%	Mathematics Performance at levels 3 & 4		43.5%
Science Performance at levels 3 & 4 (4th Grade)	87.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

The school has worked hard to attain an overall school rating on 2014-2015 Quality Review of Well Developed. One area, though, in need of further growth is in the QR domain of 1.2 Pedagogy. The observed strength in this area is that “across classrooms teaching practices are aligned to curricula and reflect the belief that students learn best when engaged in collaborative experiences around rigorous tasks” (QR, p. 3). An additional strength, as noted in the Quality Review, is that there are “multiple opportunities for students to engage in conversation with their peers around tasks” (QR, p. 3).

The identified area of need is to improve the extension of student thinking. This is observed in our school assessments as well as on the Quality Review. “Prompts for students were not strategic enough to extend their thinking. Student notes revealed similar and low level responses, one word and short phrases, which limited their ownership over planned follow up conversations” (QR, p.3). Our instructional focus this year is that “students will engage in high-quality discussions, exemplified by responding to and extending each other’s thinking and crafting questions to help each other deepen and elaborate upon their thinking.”

Part 2 – Annual Goal

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

By the end of June 2016, teacher teams will have collaborated successfully on strengthening teacher prompts to achieve the extension of student thinking through ELA work products that reflect Depth of Knowledge Levels 3 and 4 (Webb DOK) as measured by ReadyGen End of Module Performance-Based Assessments and End of Unit Assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Weekly grade-level teams will utilize student data to design data-driven instruction, using the Cycle of Inquiry Protocol (provided by National School Reform Faculty).</p>	<p>Pre-K through 5th Grade</p>	<p>October 2015 to June 2016</p>	<p>Teachers, Literacy/Math Coach, and Administration</p>
<p>Instructional coaches, working with teacher teams, will develop and utilize rubrics on levels 3 and 4 Webb DOK in order to plan for rigorous questioning as well as assess growth of student thinking. Coaching sessions will also include research-based strategies to strengthen comprehension and analytical thinking.</p>	<p>Pre-K through 5th Grade</p>	<p>September 2015 through June 2016</p>	<p>Teachers, Literacy/Math Coach, Students, and Administration</p>
<p>As an International Baccalaureate (IB) Candidate school, an inquiry-based framework will be employed school-wide, across all subject areas. In addition to core curricula, instruction will include the use of Junior Great Books Program, which utilizes a Socratic Seminar approach; Visual Thinking (VTS) Program a cognitive aesthetic literacy program school-wide; C-8 Activate Program for cognitive cross-training; and Spatial-Temporal Math (ST Math) Online Program.</p>	<p>Pre-K through 5th Grade</p>	<p>September 2015 through June 2016</p>	<p>Teachers, Literacy/Math Coach, and Administration</p>
<p>Professional Development will include: Effective Questioning Techniques to guide students toward deeper thinking; Targeted Teacher Prompts to elicit student ideas; Inquiry-based and Project-Based learning through IB Online Professional Development; and differentiated PDs based on teacher needs and input from our teacher-led PD committee.</p>	<p>Pre-K through 5th Grade</p>	<p>September 2015 through June 2016</p>	<p>Literacy/Math Coach, Consultants, Administration, and Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1. Professional development will be systematically implemented on a weekly basis in conjunction with our District 17 Network, our internal PD provided by our AP, teacher leaders, in-house Literacy/Math Coach, and other key staff, and by external PD, on the following topics: CCLS, analyzing student work, the new Advance evaluation system, Questioning and Discussion techniques, Using Assessment in Instruction, and Providing multiple entry points for students (i.e. Universal Design for Learning).</p>

2. We also have dedicated AIS periods during the day, an After School ELA/Math Academy, and Saturday Academic Academy.
3. RTI implementation plan.
4. Weekly meetings with RTI team to assess and implement targeted strategies for struggling students.
5. Ongoing meetings with our AP around effective classroom practices
6. Implementing the Socratic Method of Discussion and Inquiry through the Visual Thinking Strategies (VTS) Program and the Junior Great Books Program. An array of After School activities and enrichment programs that are proven to build non-cognitive character traits such as resilience and perseverance (which will help students build stamina during challenging learning situations.) SuccessMaker ELA and other Internet Based Programs.

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. September 2015- October 2015: Administer, score, and analyze beginning of year assessment data (Fountas & Pinnell Running Records K-5, Scantron Performance Series on-line assessments for Reading, Fall Periodic Assessment for ELLs, ReadyGen Unit Assessments).
2. November 2015- May 2016: Continue to analyze student work within weekly grade-level inquiry meetings, assessing for evidence of Level 3 and 4 of Webb DOK.
3. June 2016: Administer and analyze End of Year Assessments. Measure demonstrated growth in extended student thinking.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

A great foundation for classroom teacher inter-visitation practice has been established over the course of several years. During the 2013 – 2014 school year, Principal Olga Maluf identified four teachers as aspiring teacher leaders, and enlisted them into the Teacher Leadership Program (TLP), administered by the NYC DOE. TLP is intended to strengthen content knowledge, coaching, and facilitative skills of teachers already serving in school-based leadership roles. During the 2014-2015 school year, Principal Maluf identified four teachers to participate in The Inter-Visitation Sessions lead by the Danielson Group.

During the 2014-2015 Quality Review, the school earned a rating of Well-Developed in QR area 4.2, highlighting how teachers “engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on student learning.”

For the 2014 – 2015 school year, Principal Olga Maluf proposed that teachers continue the professional practice of peer-to-peer inter-visitations. This in-house program was titled Teacher Visitation Inter Grade Program (TVIP), and was facilitated by two teachers who had participated in the TLP program.

An identified need for the school is to expand and deepen teacher participation the Teacher Visitation Inter-Grade Program throughout the school year 2015-2016.

Part 2 – Annual Goal

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

By June 2016, 75% of P.S. 316 teachers will actively participate in multiple cycles of teacher inter-visitation with the purpose of improving pedagogical practices and teacher collaboration as measured by the frequency of observations, teacher reflection, and pre- and post- survey results.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
A group of teachers will participate in the DOE’s Teacher Leadership Program 2015-2016 school year.	5 Teachers	October 2015-May 2016	Administrators
Teachers will utilize scheduled time within the school day to conduct inter-visitation and debrief.	All teachers	October 2105-May 2015	Teachers, coach, administrator
Professional Development on Inter-visitation	All teachers	October 2105-May 2015	Teachers, coach, administrator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: Teachers, Coaches, Administrators, District Supports Instructional Resources: Protocols, Danielson Framework, Low-inference Note Taking, ReadyGen, GoMath Schedule Adjustments: Opportunities for Common Preps on each grade; coverage for inter-grade visits											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. September 2015: Beginning-of-year survey of Teachers' knowledge of inter-visitation practice; Teachers trained on inter-visitation and low-inference note taking
2. October 2015: Establish inter-visitation teams
3. November 2015-January 2016: First Cycle Completed
4. February 2016: Progress Monitoring through Teacher Reflection and Feedback
5. February 2016-March 2016: Second Cycle Completed at end of March
6. April 2016: Teacher Reflection and Feedback
7. April 2016-May 2016: Third Cycle Completed
8. June 2016: End-of-year survey of Teacher's knowledge of inter-visitation, Final Reflection, and Feedback

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

In the 2014-2015 school year, 50% of our parents responded to the NYC School Survey, which is one way that parents can voice their opinions about the school and show involvement with the school. This low percentage indicates a need for greater parental involvement and sense of engagement with the school.

The parents of our PTA are highly active participants in the school. They have fostered community connections through seasonal and fundraising events and activities, such as the Scholastic Book Fair, Farmigo, Schoola, a Holiday Craft Fair, and many other events. Parent members of the School Leadership Team have adopted strong leadership roles by creating and chairing subcommittees, for example the Pupil Transportation Committee. Parents have launched and actively maintained a PTA School website.

Part 2 – Annual Goal

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

By June 2016, the school will improve communication to parents and families and provide a greater number and more accessible opportunities for parental involvement, which will lead to a 25% increase in parents who respond to the NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The PTA and Parent Coordinator will work together on a weekly or biweekly basis to discuss strategies regarding increasing parent involvement. Meeting agendas and sign-in sheets will be collected and monitored to review parent participation.</p>	<p>Parents, Community Partners</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator Support Staff Family Workers Guidance Teachers Administration</p>
<p>The SLT and Principal as well as the Title I Parent Committee and the Community and Citywide Education Councils will hold scheduled informational and participatory meetings.</p>	<p>Parent members and School Members</p>	<p>September 2015- June 2016</p>	<p>School Members Administration PAC SLT Members</p>
<p>Parent Volunteers will be supported in their participation in the School's Volunteer opportunities, ie Learning Leaders, Friends of the Library, etc., helping to shape educational policies and priorities.</p>	<p>Parents Teachers Administration Students</p>	<p>September 2015- June 2016</p>	<p>Administration Parents Parent Coordinator</p>
<p>The popular monthly "Breakfast with the Principal" program will continue to grow.</p>	<p>Parents Administration Students</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator Support Staff Family Workers Guidance</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

All programs/meetings/associations/teams meet on a regular basis (monthly, weekly, bi-weekly) beginning in September and continuing throughout the year.

1. PTA (President, Co-Vice Presidents, 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 students
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

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, conduct a bi-monthly review of parent participation in the monthly parent events hosted by the parent coordinator, PTA, SLT, and Title 1 Parent Committee to measure the increase in parent involvement. Make outreach efforts to address any identified needs.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	For grades K-2, two or more F&P reading levels below grade level; for grades 3-5, a NYS Test scale score below 299.	Fountas & Pinnell Leveled Literacy Intervention Program, Wilson Foundations, Readers' Theater, Guided Reading, Book Clubs, Read 180, RAZKids, SuccessMaker ELA, Peer Tutoring Program, Tier 1 ReadyGEN scaffolded instruction	Tier 1: 1-on-1 support; Tier 2: small group instruction	During the school day, extended day, after school academic program
Mathematics	For grades K-2, proficiency levels of 1 and 2 from Go Math Assessments; for grades 3-5, a NYS Test scale score below 293.	GoMath, Re-teaching of skills not mastered, ST Math computer program, SuccessMaker math	Tier 1: 1-on-1 support; Tier 2: small group instruction	During the school day, extended day, after school academic program
Science	Proficiency score levels of 1 and 2 on classroom science assessments.	EngageNY and targeted interventions based on the Foss Science Curriculum	Tier 2 Small group	During the school day, After school Science program
Social Studies	Proficiency score levels of 1 and 2 on classroom science assessments.	EngageNY and targeted interventions based on the NYCDOE Social Studies Trade Book Curriculum	Tier 2 Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor,	Incident Reports, Teacher anecdotal reports, and	NOBLE Mentoring Program, CCM Mental Health	Tier 1: 1-on-1 support; Tier 2: small group instruction	During the school day,

<i>School Psychologist, Social Worker, etc.)</i>	Functional Behavioral Assessment	Counseling, Crisis Intervention Specialist, PBIS strategies, Respect for All, Social Skills Group		After school MentoringX program
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>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,</p> <p>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.</p> <p>We conduct frequent observations, utilizing the Danielson Framework for Teaching to measure teaching practices. We then provide timely, specific feedback to support teachers in improving their practices.</p> <p>We presently employ an in house Literacy/Math Coach to provide support to teachers.</p> <p>Teachers regularly share "best practices," materials, resources, etc., and develop curriculum that is aligned to the CCLS.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>In order to provide high quality Professional Development, we have partnerships with Pearson, Houghton Mifflin, the Teacher Center, Junior Great Books, and many more. Our Administration, Literacy/Math Coach, School Psychologist, and teachers share "best practices" as well as research-based information on particular programs, strategies, etc.</p> <p>When staff members attend workshops, they turnkey the information received to the appropriate members of the school faculty.</p> <p>Our speech teacher has presented to the staff on topics such as identifying areas of need. Our AIS provider, ESL Teacher/Testing Coordinator regularly conducts PDs to inform and support the staff with strategies that may be used</p>

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 Literacy/Math Coach provides weekly PDs to staff.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

In order to help preschoolers adjust to their new school, a member of the staff greets and assesses each 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 to families about how best to prepare their children to adjust to elementary school. Parents of incoming Kindergarten students are invited to attend PTA meetings. Workshops for new families are conducted by our Learning Leader Volunteers. An End-of-Summer Welcome Visit is held in classrooms with teachers for incoming Pre-Kindergarten students.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are active members of decision-making processes. They meet in grade-level teams as well as across grades to discuss appropriate instruction and assessments. Additionally, we have a MOSL committee to determine which assessments would be used as part of the Advance teacher rating system. The 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.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	251,377.00	X	Section 5, Parts 4 and 5
Title II, Part A	Federal	112,574.00	X	Section 5, Parts 4 and 5
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,376,127.00	X	Section 5, Parts 4 and 5; Section 6

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 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 the school community;

P.S. 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. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the P.S. 316'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, P.S. 316 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

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

P.S. 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;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

P.S. 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Olga Maluf	Assistant Principal Karen Weekes, Michael Clavin
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher	School Counselor Kelly Rehkugler
Teacher/Subject Area Antonia Fusco, AIS	Parent Monique Nieves
Teacher/Subject Area n/a	Parent Coordinator Karen Jenkins
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) n/a

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	428	Total number of ELLs	17	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	13	0	1	4	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1		2	1	3								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2		1	2	1									0
Haitian														0
French			1											0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3		1	3	2									0
Emerging (Low Intermediate)			1	1		1								0
Transitioning (High Intermediate)	1	1				2								0
Expanding (Advanced)	1				1									0
Commanding (Proficient)		1				1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					1									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school uses the Fountas & Pinnell Benchmark Assessment System, in part because it provides more detailed and more extensive information about a student's reading skills and needs. 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 that a majority of our ELLs demonstrate a reading level below grade-level. Some are just only slightly below level while others are well-below grade level, for example, a 4th-grade student who just arrived from Yemen doesn't yet read any English. Newcomer students require intensive instruction in alphabetic-phonemic awareness of the English language. Overall our ELLs receive explicit instruction to strengthen phonemic awareness, fluency, and comprehension strategies.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 In looking at data patterns for our new ELL students, we find that NYSITELL scores of students coming from outside the U.S. tend to identify more beginning/emerging level ELLs 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. New ELL students who were born in the U.S. and come from a home where a language other than English is spoken, generally tend to do relatively well on the Speaking and Listening portion fo the NYSITELL. These patterns direct their instruction to emphasize the areas that need more explicit or extensive instruction. NYSESLAT scores tend to reveal some similar patterns, ie students from Arabic-speaking, or languages with a non-Latin alphabet countries obviously have additional components to their learning curve, which is typically demonstrated in lower NYSESLAT scores, at least while they are still considered Newcomers (0-3 years).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO Tool can be a powerful way to analyze data and inform instructional decisions. Our data team regularly dedicates time to utilize the AMAO data, including RESI data, in addition to ISA (Item Skills Analysis) data in order to design targeted instruction and

to highlight students who exhibit risk factors. The AMAO 1 Target for 2014-15 for NYS is for 67.4% of ELL students to make progress in English as demonstrated on the NYSESLAT. Progress is defined as advancing one proficiency level over two years, or making a total scale score gain of 43 points between two consecutive years. Data for 2014-15 has not yet been made available, but historically, our school has met the target. The AMAO 2 Target for 2014-15 for NYS is for 15% of ELL students to attain English proficiency as demonstrated by a score of Proficient or Commanding on the NYSESLAT. Our data for 2014-15 shows that 25% of our students attained Proficiency on the NYSESLAT, thus exceeding the AMAO target by 10%.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Our school provides one model of ELL programming, Freestanding ENL, with both Integrated ENL and Stand-Alone ENL. At this time, our ELL population represents three languages: the large majority are Spanish, with growing numbers of Arabic, and a small number of French (African country). Historically, our ELL population has tended to be evenly dispersed across grade levels and proficiency levels, and that holds true again. This year, we have ELLs in every grade level K-5, with about 25% of them in Kindergarten. We also have ELLs at every proficiency level (Entering, Emerging, Transitioning, Expanding, Commanding) with the largest preponderance - about 60% - in Entering and Emerging. We need to ensure that these Entering and Emerging students progress, and that the Transitioning and Expanding students are able to maximize their progress, and attain proficiency. The more advanced students need targeted instruction to support them in obtaining proficiency on the NYSESLAT, or they risk becoming longterm ELLs. As 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 ENL program. In addition, throughout 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 SchoolNet. 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". 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 ENL 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]

Our school has a well-functioning RtI Team that meets weekly. It consists of six members: Asst. Principal, AIS teacher, SETSS Teacher, ENL Teacher, Guidance Counselor, and Social Worker. The team works on a proactive as well as responsive basis. We monitor data to identify students at academic, behavioral, or emotional risk. We also meet with teachers who have concerns about students. Our approach is to examine the student holistically (classroom, academic, social, family, emotional, etc) in order to diagnose and provide multi-pronged treatments. 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 intervention provides differentiation in the main classroom and in the ENL 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 ENL 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 a student demonstrates 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. Progress is monitored with a range of assessments administered in 8-week cycles. Treatment and instructional approaches are modified based on data results. With ELL students we are careful to closely examine the student in order to differentiate language limitations from learning disabilities.

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

The NYSED publication "Blueprint for ELLs Success" is a guiding document for our school. The first principle "All teachers are teachers of English Language Learners" is one that we actively work to instill in all staff. We are participating in a district-wide initiative to embed stronger Culturally Relevant Education in our curricula. We seek to communicate and ensure that students and parents are aware of the cognitive, linguistic, social, and practical benefits of biliteracy. ENL Instruction is designed (in a backwards manner) starting with learning standards described in the New Language Arts Progressions released by NYS. The Progressions published on the [engageny.org](#) website are very specific and quite useful in planning instructional goals for different grade levels and English language proficiencies. We also use another document, published by NYC DOE, Leading Advanced Literacy Instruction to Promote ELLs Achievement, written by Nonie Lesaux and Emily Galloway. All classroom teacher use the four hallmarks of advanced literacy instruction (engaging texts, discussion to build language and knowledge, writing, and high-utility vocabulary study) to guide lesson decisions. Further, we continually work to expand our use of UDL (Universal Design for Learning) Guidelines when planning

instruction, in order to ensure access to learning for all students including ELLs and SWDs (Students with Disabilities). The ENL and Classroom teachers confer frequently about ELL students and their language needs.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

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

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 ENL 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.

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

Our procedures for identifying ELLs begins with new student registration. If the student is registering for Kindergarten, or is new to NYS, or is re-entering NYS after a two-year absence, the ELL-identification portion of the registration is carried out by our ENL Teacher (NYS TESOL license) or other trained and licensed pedagogues. When a new student arrives at the school to register, the ENL Teacher meets with the parent and child and assists the parent in completing the HLIS, provided in the Parent's home language, as appropriate. If the HLIS is not available in their home language, 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 ENL coordinator will determine whether or not the child is eligible for the NYSITELL test. The OTELE code is recorded on the HLIS. If the Home Language is other than English, the NYSITELL 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 ENL program. If the student is a Spanish-Speaking ELL, the Spanish LAB is administered to determine native language proficiency.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Assessment materials (LENS exam, SIFE questionnaire, interview) are utilized in identifying SIFE students, and collecting useful information. Identification of a SIFE student begins with the completion of the HLIS (Home Language Identification Survey). This is completed jointly by the incoming parent and ENL staff. Information about the student's prior schooling can first indicate a possible SIFE status. If indicated, the ENL staff will administer an oral interview questionnaire and the Literacy Evaluation for Newcomer SIFE (LENS). If a student is identified as SIFE, the status will be indicated in the DOE data system within 30 days.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Identification of new incoming ELL students who enter with an IEP begins in the earliest stages of enrollment. The parent and student are interviewed during completion of the HLIS by ENL staff to determine possible ELL status AND to determine whether the student has an existing IEP. If the student's home language is not English AND the student has an IEP, the LPT Team (Language Proficiency Team, consisting of an Assistant Principal, ENL Teacher, and the School Psychologist or Social Worker, the Student's Parent, and Interpreter-as-needed) is convened. In order to determine whether the student does in fact have language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate English proficiency, the LPT considers multiple sources of evidence of the student's English language development. The LPT determines whether the student is eligible to take the NYSITELL, or if not, then follows the proscribed procedures involving the Principal and Superintendent.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL Teacher keeps a calendar/schedule for each potential ELL student to record interviews, forms completed, meetings, communications, and deadlines.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
The Entitlement/Non-Entitlement letters, provided in both English and the parent's preferred language, include information about the parents' right to appeal their child's ELL status. Copies of these letters are maintained in the ENL Department's files, as well as in the child's cumulative folder. The ENL Coordinator/Teacher carries out these procedures.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Once it has been determined that the child is an ELL, within 10 days the parent is sent an Entitlement letter informing them of their child's NYSITELL score and briefly describing the three ELL program choices (Dual Language, Transitional Bilingual, Freestanding ESL) offered by the DOE. This letter requests their attendance at a parent orientation meeting with the ENL Coordinator/Teacher (NYS TESOL certified) to view the parent orientation video in their native language and to receive information about the program options. Most of the time, the ENL teacher contacts the parent directly, usually during morning drop-off or afternoon dismissal to explain the letter and orientation meeting time. At the orientation 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. After viewing the video, parents are given the Parent Survey and Program Selection Forms (in their preferred language) 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. In that case, their child will remain in the ENL program at our school until alternate placement occurs.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parents complete the Survey-Program Selection form, provided in their preferred language, at the Parent Orientation meeting held by the ENL Teacher. If they are unable to attend after the third attempt, a letter with the form is sent via certified mail. Again, the ENL Teacher/Coordinator maintains records in an ENL Calendar/Schedule, as well as in a spreadsheet that lists ELL compliance activities (EPIC Appendix K). This allows us to monitor patterns of program choice. Unfortunately, our school does not have the requisite number of students in order to create a bilingual or dual program. Therefore should a parent prefer one of those programs they can be contacted if and when a bilingual or dual program is created at our school.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Survey-Selection forms are kept in the students' cumulative folders; copies are maintained in the ENL files. We can monitor the return of Survey-Selection forms through the spreadsheet we maintain that was described above. Forms that have not been returned can be identified that way.
9. Describe how your school ensures that placement parent notification letters are distributed.
To ensure that Entitlement letters are distributed appropriately and that the Parent Survey/Program Selection forms are obtained, the ENL Coordinator/Teacher has implemented the above-described spreadsheet system. For each new ELL student that is registered, we have created a checklist to document each step of the process, including HLIS, Language Proficiency Team proceedings (as required), NYSITELL, Spanish LAB, Non-Entitlement Letter, Entitlement Letter, Parent Orientation Meeting, Parent Survey and Program Choice forms, and Placement Letter. Communications sent home, in the parents preferred language, 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 ultimately certified mail.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Originals of all communications (including HLIS, NYSITELL records, Non/Entitlement letter, Parent Survey and Program Selection form, Placement letter, Individual Student Report of NYSESLAT results, Continued Entitlement letter, Transitional Support letters, etc.) are kept in the student's cumulative file, and copies are kept in the ENL department/classroom.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
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 ENL 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 ENL services the following year.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Again, each year the ENL Teacher/Coordinator creates a fresh calendar/Schedule just for ENL, with due dates and checklists as well as the spreadsheet described earlier. This way we can track when these letters are sent to parents.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Review of the program choices made by parents of the last few years show that all parents have consistently chosen Freestanding ENL. We have created our own database to record and track program choices. We don't have enough students at this time to form TBE or Dual Language classes. Our Freestanding ENL program meets our parent demand at this point. Should future trends indicate that ELL parents in our community prefer other types of programs, we welcome the opportunity to 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
We have a relatively small ENL population (20 students, including 3 former ELLs who receive continueing services). Our school offers one model of ENL program - Freestanding ENL. Our school's ENL schedule complies with the new regulations in the Chancellor Regs regarding ENL instruction to include Stand-Alone ENL (as pull-out) and Integrated ENL (as push-in co-teaching).
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Our school has added a part-time ENL teacher in addition to our full-time ENL teacher in order to provide all required instnctional minutes to ENL students. Entering and Emerging ELLs receive a total of 8 periods of instruction per week to meet the 360 min. per week mandate, and the Transitioning and Expanding-level ELL students meet for a total of 4 periods per week in order to meet the 180 minutes per week mandate. The Commanding or exited-out students receive 2 periods per week to meet the 90minutes mandated. The ENL teachers and classroom teachers confer with each other regarding instructional articulation.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
ENL 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. ENL instruction follows an eclectic approach, drawing on a variety of ENL methodologies, such as SIOP, Sheltered English, content-based instruction, scaffolding, collaborative learning, inquiry-based learning, small group work, Reader's Theater, a focus on academic vocabulary, and others. Articulation with the classroom teachers allows the ENL 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. We engage in Instructional Conversations (as

described by Lily Wong Fillmore) in which we deconstruct complex sentences. We then reverse the process to construct complex sentences in writing. 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 an effort-based learning with 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, among others.

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

Spanish-speaking students who are identified as ELLs are given the Spanish LAB. Students who are literate in their first language are provided with copies of state tests (except for ELA) in their home language (when available). To ensure that students are appropriately evaluated in their native language, we rely on our pedagogues, staff members, and PTA members who are bilingual. When appropriate, we enlist the services of Interpretation vendors.

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 NYSITELL and the Spanish LAB and NYSESLAT, we utilize the Fall and Spring Periodic Assessments and access the data online from SchoolNet. ENL students also take the Scantron Performance Series Language Arts online assessments twice a year to provide information about learning needs related to grammar, sentence construction, and mechanics. During class time, the teacher incorporates immediate feedback assessments in all four modalities.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 ELL 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 ENL, 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 ELL 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 question language, test format, and test materials. 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, ENL, extended day, AIS, and during the After-School Academy 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 receive continuing ENL services for two years. They are identified to classroom teachers. The ENL and Classroom Teachers consult regularly to monitor former ELL progress. These students also receive the appropriate test modifications of extended time and re-reading of listening passages.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Should we have such a situation where an ELL student is designated as non-ELL, we would monitor that student closely for 6-12 months. If, after a range of supports were provided (i.e. RtI), there is insufficient progress, we would examine the appropriateness of re-identifying the student as an ELL. For the reverse situation, if a non-ELL student is subsequently identified as an ELL, s/he would receive ENL services until deemed Commanding by the NYSESLAT.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

16 has a small number of ELLs with special needs. These students are in ICT classes. The ENL 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 ENL classroom library which contains leveled books, bilingual books, pop-up books, board books, picture books, chapter books, non-fiction and fiction, magazines, etc. Anchor books used with ReadyGen, our literacy curriculum, are provided in Spanish, when available. If the exact title is not available, we use Spanish or other language texts of similar content. Technology used to support our SWD ELLs include ipads, computers, SmartBoards, and the use of GoogleTranslate app.

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

ELL-SWD students are placed in the classroom setting mandated by their IEP. Our current ELL-SWD students are placed in ICT classes. We have 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 SETSS. To the fullest extent possible, we assign our ELL-SWD students to classes that are taught by teachers who know their home language. We also place students in classes together with other same-language students as much as possible.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL (Minimum)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

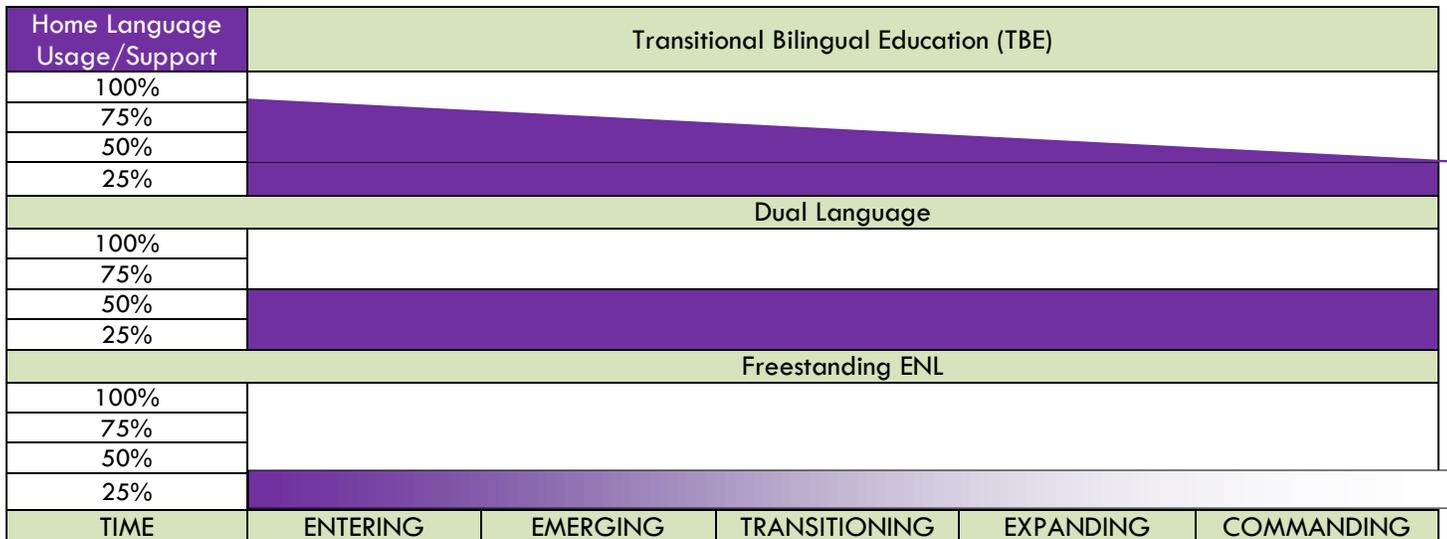


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our school supports a wide range of intervention programs, all of which are utilized with all students and are especially used with ELLs. Our RtI Team uses multiple sources of data to pinpoint students who need intervention and to determine which type of intervention. We provide targeted, small- group instruction in literacy and math embedded into daily instructional flow. We also have an AIS teacher who uses a range of programs including Fontas and Pinnell Leveled Literacy and Wilson Reading System. Our Academic AfterSchool program, which is attended by all ELL students in grades 3-5, utilizes Ready and Kaplan for ELA and Math. Some students uses Read 180 to improve literacy. We use a special online math program called ST (Spatial-Temporal) Math with lower grades. This program is a pictorial non-text program especially well-suited to ELLs for math concepts. Lower grades also participate in a program called C-8 ACTIVATE which promotes development of eight major cognitive skills. This program is part online and part physical activity promoting development of these important executive functions. Reading Rescue intervention is provided one-on-one with Tier 3 students (included ELLs). All these program are attended by ELLs as appropriate. Our school maintains a deeply-held view of the child as a whole person, and as such we also provide strong support to the socioemotional needs of our students, including ELLs. Our guidance counselor, social worker, mental health 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 residence program. And we have a well-established After-school Clubs program with a varied menu of topics, such as chess, dance yoga, crochet, math games, sculpture, brain games, board games, basketball, and Spanish Club.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program has shown to be effective in helping ELL students develop their English language proficiency as evidenced by their performance on NYSESLAT, with steady growth. The ENL program, like the main classrooms, uses non-fiction texts, as well as a range of other nonfiction media, to promote content knowledge. Multiple sources of data are used to monitor our ELLS, including NYSESLAT, ELL Periodic Assessments, F&P Reading Levels, AMAO tool, ISA, Scantron Performance Series online assessments, ReadyGen and GoMath assessments. Our Science teachers use assesement data from the NYS Scienc test as well as teacher-assembled assessments and Foss assessments. Teachers follow the recently-released Social Studies Scope and Sequence, and use common grade team self- made assessments. All teachers are teacher of ELLs. This is a school-wide belief. the ENL Teacher provides periodic trainings for school staff in best practices for instruction of ELLs.
12. What new programs or improvements will be considered for the upcoming school year?
The ENL Teacher/Coordinator is constantly revising and improving the scope and sequence of the ENL instructional program. Currently, we are focusing on ways to continually enhance our incorporation of the CCLS.
13. What programs/services for ELLs will be discontinued and why?
There are no ENL programs that warrant discontinuation at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Every student at our school has equal access to all programs, including ELL students. In order to compensate for any 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
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 ST Math, OneMoreStory, BrainPop, Starfall, MyOn, and apps on the iPad. Most classrooms have laptops for all students, and all classes have access to two computer labs. These materials provide a number of modalities for ELLs to access language and content for learning. The ENL Classroom library has bilingual books and books in students' home languages. This library is a lending library for students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our Freestanding ENL program is technically 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 currently formally provide language instruction in native languages, we do encourage parents and students to continue to develop their first languages. We provide parents with articles and information about the brain benefits is bilingualism. When possible, the ENL teacher supports students' first language to promote comprehension and metalinguistic knowledge. Our Bilingual library in the ESL classroom and in the school Library (including ReadyGen texts) is expanding. Students are encouraged to borrow and take home through the ENL Lending Library. Each student

receives three copies of a bilingual dictionary in his/her home language and English - one for home, one for the main classroom, and one for the ENL classroom.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services and resources are provided at the age-appropriate levels for all students and are closely monitored to ensure fidelity. We employ UDL practices in order to provide access for all students.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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. The number-one priority for newly enrolled ELLs is to do everything possible to make them feel comfortable. It can be incredibly difficult for a student to enter a new school, compounded by not knowing how to communicate or interact with others because of language differences. Our school makes it a priority for students to feel that they are welcome and belong here. All staff contribute to this, but especially the ENL teacher, office staff, the guidance counselor, and the parent coordinator.
19. What language electives are offered to ELLs?
We offer an After-School Spanish Language club. Students are provided access to Middlebury Interactive Language program.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our school follows a rich professional development plan. The ENL teacher participates in most trainings offered to regular classroom teachers, as well as specialized ENL trainings. Recent PD sessions have included presenters such as Kate Kinsella discussing ELL vocabulary acquisition, Andrea Honisfeld discussing Common Core for ELLs, and the NYS TESOL annual conference in Toronto. The ENL teacher turnkeys the ENL trainings to the rest of the staff at faculty PD sessions, 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, ENL teacher and coordinator, asst. principal, parent coordinator, paraprofessionals, guidance counselor, related service providers), is delivered by the ENL teacher, and other invited trainers. Further, teachers are encouraged to attend workshop offerings from OELL, and BETAC. Throughout the year, the staff participates in Inter-School Visitations, ReadyGen and GoMath trainings, Visual Thinking Strategies training, Thinking Maps trainings, and faculty PDs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
As stated earlier, the ENL teacher consults frequently with classroom teachers regarding individual student needs as well as CCLS-instructional approaches 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.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high 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 a 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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
A 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 ENL teacher turnkeys her ENL 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. Our UFT representative helps ensure that teachers are aware of their ELL-related PD requirements.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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. The ENL Teacher creates a schedule of annual individual meetings with conference records and follow-up actions to be taken. This is to ensure that parents are engaged in their child's schooling. Over-the-phone translation service from the DOE has proven exceedingly useful. We also utilize the Google-Translate app to good effect.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The ENL/Coordinator maintains records via the ENL Calendar/Schedule and Spreadsheet. The Annual Meeting schedule is used to track fulfillment of parent meeting needs. The ENL teacher is flexible with timing and can meet parents at various times of the day, or before or after school, as needed.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

We plan workshops describing ways parents can help their children. We encourage use of the Dial-A-Teacher Helpline, available in numerous languages. Our Parent Coordinator and our PTA work together with ENL to promote events and involve ELL parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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, always with use of translators, over-the phone, or app.

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

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 evaluate the needs of parents through those surveys and then use that information to inform parent workshops and other events. The Parent Coordinator also conducts parent surveys.

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

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.

D. Additional Information

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

Part VI: LAP Assurances

School Name: <u>PS</u>		School DBN: <u>17K316</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Olga Maluf	Principal		10/29/15
KWeekes, MClavin	Assistant Principal		10/29/15
Karen Jenkins	Parent Coordinator		10/29/15
Ellen Pratt	ENL/Bilingual Teacher		10/29/15
Monique Nieves	Parent		10/29/15
Antonia Fusco	Teacher/Subject Area		10/29/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kelley Rehkugler	School Counselor		10/29/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **#INGEST ERROR!**

School Name: **Elijah G. Stroud Elementary School**
Superintendent: **Clarence Ellis**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

In order to assess our school's written translation and oral interpretation needs for our parent community we collate information from several sources. We use the ATS Home Language Report (RHLA) 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The dominant language among families in our school is English, as we have a relatively small ELL/immigrant population. The preferred languages are: Spanish, Haitian Creole, Arabic, Bengali, Pulaar/Fulani, French, Mandarin.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We have several staff, family, and community members who provide translation services for our documents: School Handbook, Newsletters, Calendars, announcements, afterschool and club program information, test dates, curriculum information, etc. These documents are back-packed home to families in multiple languages.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We offer many opportunities for formal as well as informal face-to-face meetings with parents. They are:

FORMAL:

- Open School Curriculum Night in September 2015
- Parent-Teacher Conference November 2015
- Parent Teacher Conference March 2016
- Parent-Teacher Conference May 2016
- Parent Workshops facilitated by teachers and the Parent Coordinator throughout the school year

INFORMAL:

- Every Tuesday from 2:30-3:10 teachers are available to meet and talk to parents about student progress and concerns.
- Family Associate calls home regarding the importance of attendance

In addition, our guidance counselor and social worker reach out to parents on a regular basis through face-to-face meetings as well as by phone and e-mail.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

When enough lead-up time is available, we submit documents to the DOE T&I Unit; we avail ourselves of the multilingual skills of staff, parents, and community members, and when necessary, we enlist the

services of vendors. There are several online translation services that have been useful as well. The app Google Translate has been found to be useful.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We have found the DOE Over-the-phone interpretation services to be accessible and invaluable. Multilingual staff, family, and community members are also generous in supplying interpretation needs.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff receive regular notices with information about how to access the DOE T&I phone services, especially just before parent conferences. We have posted all multilingual signage provided by the DOE.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We send home multilingual notices as well as posters. PTA meetings have interpreters present.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our Parent Coordinator administers a survey to families which includes requests for information regarding best languages and modes of communication.

