

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75R037

School Name:

P.S. R037

Principal:

FLORENCE GORSKY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 37R School Number (DBN): 75R037
Grades Served: Pre-K - 12
School Address: 15 Fairfield Street, Staten Island, NY 10308
Phone Number: 718-984-9800 Fax: 718-356-8712
School Contact Person: Florence Gorsky Email Address: fgorsky@schools.nyc.gov
Principal: Florence Gorsky
UFT Chapter Leader: Lorraine Ferrannini
Parents' Association President: Linda LaSheen
SLT Chairperson: Angela Hanratty
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Avenue New York, New York 10010
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: (212) 802-1500 Fax: (212) 802-1678

Borough Field Support Center (BFSC)

BFSC: D75 Director: Arthur Fusco
Director's Office Address: 400 First Avenue NY, NY
Director's Email Address: Afusco@schools.nyc.gov
Phone Number: 212-802-1662 Fax: 212-802-1678

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)
Florence Gorsky	*Principal or Designee	
Lorraine Ferrannini	*UFT Chapter Leader or Designee	
Linda LaSheen	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marie Lara	Member/Teacher	
Dawn Flanagan	Member/Teacher	
Heather Geissler	Member/Teacher	
Anna Bonamo	Member/Parent	
Nancy Dischiavi	Member/Parent	
Maria Palazzola	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Angela Hanratty	Member/Parent	
	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.

P37R Mission Statement

To foster independent learning for all students by recognizing and celebrating their differences. We are dedicated to meeting the needs of our students and families by providing students every opportunity to maximize their potential by developing skills necessary for independence. The school strives to achieve this by providing a nurturing, structured language based environment. We integrate the Common Core Learning Standards, technology, the arts, community based internships and related services. We have created a learning environment that promotes positive behavior support systems. Upon entry to the school we encourage parents and guardians to participate in all aspects of the school. Our main site is located in the Great Kills section of Staten Island and houses students in Pre K through the eight grade with a variety of disabilities, specifically students with autism and intellectual disabilities. Our high school site (Great Kills High School) house students with autism. We have partnered with four schools on Staten Island (PS 4, PS 30, PS 38 and Petrides) to meet the needs of students that benefit from a less restrictive setting. Our school has 372

students in grade Pre K though the age of 21. The school's population is comprised of 14% African American, 27% Hispanic, 53% Caucasian and 4% Asian. The student body consists of 5% English Language Learners and 100% Special Education. Boys account for 73% of the students' and the girls account for 27%. The average attendance rate for the 2014-2015 school year was 90%.

Students at our High School Site attend many vocational worksites within the Staten Island community to build and develop skills necessary for post-secondary outcomes placement. The community agencies and businesses provide work-study opportunities for the students. Our school's agency and business affiliations include: Applebee locations, local pizzerias, Best Buy, CVS locations, Christian Pentecostal Church, St. Clares, Community Resources, Gericke Farm, Fastbreak Basketball, Senator Lanza's office, Met Foods, Holy Family Church, Hillside Pool Club, SI Companion Dog Training Club, College of Staten Island, Nucci South, Adaptive Design, King Fisher and Blue Heron Park Therapy Pros, Pier 76 Restaurant and Lifestyles.

PS37R's Great Kills High School has a Family Worker who provides assistance with eligibility, through the Office for People with Developmental Disabilities (OPWDD). She assists with getting Medicaid service coordination (MSC) at an agency of the family's choice. Our Family Worker is instrumental in helping our families with psychological and social referrals for evaluation. She also assists parents with 17A guardianship in conjunction with the Staten Island Surrogate Court.

Agencies are invited to the school to provide parent workshops, or host parent workshops at other local agencies and/or District 75 schools. The agencies are as follows:

Richmond County Surrogate Court, The Office of People with Developmental Disabilities, Lifestyles, On Your Mark, Eden II, Heartshare, A Very Special Place, SI Developmental Disabilities Service Organization, AHRC, Highbridge, PSCH and Margaret Ultra Home Care.

Parents are encouraged to be an integral part of the transition process, assisting with the development of vocational assessments. The transitional process for graduates starts 2 years prior to graduation, when parents are encouraged to attend our transitional fall and spring workshops. One year prior to graduation, parents visit various agencies they are considering for placement. The graduating students have the opportunity to visit the agency that is being considered.

We have developed several community partnerships at PS 37. Marquis Studios has been involved in a partnership with PS 37 for 14 years. Residencies have encompassed visual arts, movement, music and circus arts. This past year was the unveiling of the "Drawing on the Walls" project. Canvases were created by PS 37 students who worked with Marquis Studios artists.

AHRC is a leader in providing services to individuals who have developmental disabilities and has dedicated resources for students at Great Kills High School after school program.

Adaptive Design Association designs and builds customized furniture made from cardboard for students with disabilities. The Adaptive Design Association has partnered with PS 37 to assist individuals with disabilities learn and develop skills while in school and to help with a smoother transition into adulthood and employment. PS 37 will utilize the space provided by AHRC and students will build Adaptive Design furniture.

Boy Scouts has played a vital role with PS 37 for the past 10 years. PS37 boyscouts, Troop 15, involves about 60 boy scouts. This troop meets on a monthly basis and is involved in structured activities, which help students understand how to be better citizens and how to contribute to the community in meaningful ways.

Girl Scouts has been an integral part of PS 37 for the past 13 years. PS 37 was the founding troop for special needs students. Presently, Troop 5312 consists of 50 girl scouts and is a sister troop to Troop 5227.

The United States Marines have been collaborating with PS 37 for the past six years. There are annual socials, fundraisers and holiday events. Once a year, the marines outfit a few of our multiple handicapped students with adapted trikes. Staff, students and their families are invited to their headquarters for this occasion.

The Rotary Club has partnered PS 37 for the past 8 years. The Rotary Club donates to families in need. They provide food baskets and turkeys for Thanksgiving. They provide a monetary donation to be used for holiday gifts for all students.

The Kiwanis Club has partnered with the Boy Scouts of America and PS 37. The Kiwanis Club created a camping day at PS 37 with indoor activities that allowed our students to explore the great outdoors.

Dog Therapy Program has been an inclusive part of PS 37 extracurricular activities for the past 8 years. The engaging activities include petting, brushing, giving simple commands and walking the dog on a leash. Students have benefited from this bi-monthly program affecting sensory input, socialization and communication opportunities. Students learn responsibility and caretaking skills. This program increases self-pride in students.

PS37 is a field site supporting student teachers from CSI and Touro College to learn instructional strategies to best serve the needs of students within District 75.

PS 4, PS 30, PS 38 and the Petrides School of District 31 have partnered with PS 37 to move our students eligible for inclusion to a least restrictive environment.

C.H.A.M.P.S. Program – an afternoon physical education program is available to our student on-site afterschool.

District 75 Special Olympics Programs – this program introduces our children to the world of Special Olympics and more formalized interactive sports.

Teaching Artist Training Institute (TATI) – this program provides free training and arts education best practices for individuals interested in working with students with special needs. The residents come to PS 37R as a site to provide this valuable training.

PS 37 is a para training site for South Richmond High School Students. Following a rigorous morning of meeting academic requirements, the HS students are paired with PS 37 teachers and assist in their classrooms. The HS students are receiving hands-on training and teachers are modeling effective paraprofessional strategies.

This year's Quality Review area of Celebration was (3.4) High Expectations. Our administrative staff consistently implements highly effective strategies for communicating high expectations and are focused on feedback to students and families with reference to college and career readiness (Strong Family Community Ties)

Additional findings in Indicator 4.2 (Teacher teams and leadership development) concluded that the vast majority of teachers consistently participate in collaborative inquiry –based professional teams. Embedded leadership structures encourage teacher's opinions in key decisions from planning curricula to improving instructional practices (Collaborative Teachers and Trust).

As a result of findings from Indicator 1.2 (area of focus) professional development for the 2015-2016 will center of Danielson Framework component 1e, Designing Coherent Instruction. Teachers implemented a lesson plan template aligned to effective practices.

Emphasis will be placed on the following areas of planning and preparation:

- Identifying CCLS addressed during lesson.
- Focus on specific learning target.
- Learning Target is aligned to the tasks or NYSAA extensions.
- Lessons should be differentiated with multiple entry points – access for all learners.
- Embedded core vocabulary.
- Use of visuals, devices, and technology.
- Have students take ownership of what they are learning through self-assessments.

This past year's instructional focus to provide students the opportunity to develop the skills to become independent readers through consistency and repetition overtime utilizing core vocabulary which leads to desired outcomes. As a school community we focused on becoming a Universal Design for Learning school. We narrowed our focus to "student engagement" (Danielson Framework component, 3c, Student Engagement).

During the 2015-2016 school year we will expand our transition to becoming a UDL school by increasing the number of stakeholders that are participating in this program and increasing the use of the UDL principles.

75R037 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12	Total Enrollment	366	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	4	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		89.3%
% Free Lunch	59.2%	% Reduced Lunch		1.7%
% Limited English Proficient	6.2%	% Students with Disabilities		100.0%
				%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		11.3%
% Hispanic or Latino	24.9%	% Asian or Native Hawaiian/Pacific Islander		4.0%
% White	56.1%	% Multi-Racial		2.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.17
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	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	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
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		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 Science (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			
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.

In the beginning of the 2014-2015 school year, PS 37 inquiry teams collaborated with grade band of teachers to determine instructional supports needed to align instruction to the CCLS, particularly in the middle school and High School. Teams of teachers attended various vendor fairs and met with vendors to determine appropriate curriculum to meet the needs of the students. Attainment Curricula in ELA and Math were purchased for grades 6-12. This curricula have provided multiple pathways of learning through provided age appropriate subject matter, software and manipulatives for math.

As we began to assess the 6:1:1 Kindergarteners entering the school utilizing SANDI, it was apparent that we need to purchase a phonic program that would be compliment the District 75 Framework. We purchased SMILE and Fountas and Pinnell and invited a literacy coach to provide professional development to the teachers.

Analysis of the SANDI assessments at the end of the school year indicated that overall progress was noted between fall and spring as follows: reading improved by 19%, math by 25% and writing by 15%. We attribute some of the progress towards purchasing the curriculums. We plan on building coherence by ordering ELA Attainment for grades K-5. We will expand SMILE and Fountas and Pinnell to include our first and second grade classes.

Analysis of SANDI Assessments in Writing, found that students were not making as much progress in writing as they were in reading and math. In the 2015-2016 school year we will purchase the writing curricula “First Author” and pilot with our 8:1:1 and 12:1:1 classes.

Part 2 – Annual Goal

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

By June 2016, students will demonstrate a 5% increase in the areas of ELA and Math common core standards with implementation of targeted instructional strategies as measured by Fall/Spring SANDI and FAST assessment results.

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) <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>
<p>Teachers will administer SANDI Assessments to all students in ELA, math and writing.</p>	<p>Teachers Related Service</p>	<p>October 2015</p>	<p>Administration</p>
<p>Teachers will analyze assessments and flag IEP goals aligned to the SANDI.</p>	<p>Teachers Related Service</p>	<p>November 2015</p>	<p>Administration</p>
<p>Teachers will create SANDI plans with PLC, review strategies and differentiated instruction. Assessment Accountability coach will be utilized to support staff in collecting and analysis of data. PDs and coaching will be utilized to support rigorous instruction via implementation of the Hess Matrix across curricula.</p>	<p>Teachers Related Service</p>	<p>ongoing</p>	<p>Administration</p>
<p>Ongoing data review and analysis of student work products during teacher team meetings.</p>	<p>Teachers Related Service</p>	<p>monthly</p>	<p>Administration</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>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>		<p>Other</p>

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.

September 2015-June 2016: Assessments will assist with teacher preparation and planning of lessons.

September 2015-June 2016: Professional Development will support teacher instruction.

September 2015-June 2016: Low inference evidence will be used to make adjustments in instruction.

September 2015-June 2016: Build capacity and support staff with instructional dialogue.

November 2015: SANDI assessment will be completed online in the fall - Baseline Scores will be collected. The fall administration of the SANDI assessment gave us the following baseline results, school-wide, in the following areas of focus:

- Reading: 72
- Writing: 27
- Math: 28
- Communication Development: 89

December 2015: Teacher will identify IEP goal aligned to assessments.

January 2016: Teachers will administer the FAST (interim assessments). The January administration of the FAST provided the following, school-wide, baseline results:

- Level 1 Averages: [RI.1] 43% [RI.10] 35% [SL.1] 38% [W.2] 33% [OA] 33% [MD] 32%
- Level 2 Averages: [RI.1] 59% [RI.10] 58% [SL.1] 51% [W.2] 54% [OA] 45% [MD] 42%
- Level 3 Averages: [RI.1] 83% [RI.10] 86% [SL.1] 60% [W.2] 51% [OA] 58% [MD] 44%
- Level 1 Averages: 36%
- Level 2 Averages: 51%
- Level 3 Averages: 64%

February 2016: SMART goals will be utilized as a February benchmark to assess student progress in meeting identified SANDI skills.

May 2016: Teachers will administer the FAST (interim assessments).

June 2016: SANDI assessments will be completed in the spring.

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.

We realize that student engagement is one of the critical features to ensure student learning. The Danielson Framework for Teachers indicates Engaging Students in Learning is the “centerpiece of the Framework for Teaching.” The framework guides us in ensuring the students are “challenged to be ‘minds-on’.” As a school we have focused on student engagement for the 2014-2015 year within the model of Universal Design for Learning. The principles of UDL include removing barriers from our teaching methods and curriculum materials to ensure all students have access to learning. Within this framework, UDL seeks to provide multiple ways to engage students’ interest and motivation to ensure students are engaged and motivated to learn. During the 2014-2015 school year, every staff member has attended school-wide UDL trainings. A UDL task force was formed and consisted of two classroom teachers, a paraprofessional, a speech-language pathologist, an occupational therapist, a physical therapist and an assistant principal. This team attended district-wide trainings throughout the year and collaborated to determine a school-wide focus for the PS37 transition to a UDL school environment. The principles of UDL includes three basic tenets: multiple means of representation, expression, and engagement. We assessed student engagement utilizing the Danielson Framework for teaching, Measure of Teacher Practice, component 3C: Engaging Students in Learning. Based on Advance for the 2014-2015 school year, 7% of our teaching staff scored in the Developing range in this area, 47% Effective and 46% Highly Effective.

Review of GRTL data from the 2014-2015 school year indicates our students performed in the poor to fair range from week 1 to week 36 in the areas of Attention and Time on Task. From week 37 to week 40 the students moved to the good and very good range. This data showed an ascending trend in the areas of attention and time on task when GRTL was implemented in the classroom environment. Researchers Sheldon and Biddle, 1998, found that engagement promotes higher quality of learning. It is our belief, GRTL impacts student learning in the areas of attention and time on task. This in turn will prepare our students to be active learners ready for the rigorous instruction provided.

PS37 utilizes a rigorous, standards based curriculum which is aligned to the Common Core Learning Standards (CCLS). In addition our teachers have collaborated and developed a curriculum map to meet the ends of every learner. Our teachers and related service providers assess students utilizing SANDI, FAST, NYSAA, ABLLS-R and GRTL programs. These assessments are utilized to measure student learning, formulate goals and drive instruction. In addition, teachers use this information to narrow the focus of instruction to a student friendly, measurable teaching point. This helps to ensure our students are engaged and aware of what the learning task is.

This has a direct impact on student assessment. All of our teachers have been trained on how to write measurable, effective learning targets. A variety of resources are utilized to ensure all of our students have access to learning in all environments. Parent trainings are offered on a monthly basis to support generalization of targeted skills into the home and community environments. Parents are encouraged to meet with classroom teachers and related service providers to learn strategies that are being implemented and successfully utilized. In addition, we utilize positive behavior intervention supports such as the use of a Pupil Personnel team consisting of teachers, paraprofessionals, related service providers, students, parents, administration and a school psychologist. The purpose of this team is to collect and assess behavioral data and plan behavioral supports. In addition, we employ a Board Certified Behavior Analyst to assist in determining the cause of behavior and plan appropriate strategies to increase desired outcomes.

Given the importance of student engagement and the central role it plays in student achievement, we recognize the need to continuously strive to improve in this area. We continue to need to work on strategies to foster student engagement to improve students' outcomes and ensure learning for our diverse group of learners. We seek to provide on-going professional development in this area. Therefore, we will continue to provide training on GRTL to all new teachers and offer training to strengthen all teachers in the use of this program. Administration will support staff by setting up an allocated time period in which GRTL will be completed and ensure it is followed with a lesson driven by the CCLS providing rigorous tasks aligned to the curriculum. In addition, a new group of staff members will be selected to form an additional UDL task force. Staff members are volunteering to participate in this program for the 2015-2016 school year. This new team will attend district-wide trainings and turnkey information to all staff members, providing support and modeling of the strategies implemented. Classroom observations will be utilized to provide supportive feedback with clear expectations and strategies to support classroom teachers in the area of Engaging Students in Learning.

As of mid-year, the rating distribution for Component 3C: Engaging Students in Learning of the Instruction Domain shows that:

- 23% of teachers are Highly Effective
- 61% of teachers are Effective
- 16% of are Developing

The training and support provided will have a direct correlation to improved student engagement which will ensure an increase in student performance and achievement. It is our belief that rigorous instruction and consistent use of research-based strategies to create an environment of learning will directly correlate to movement of students to a least restrictive environment. PS 37R advocates for students to be in their Least Restrictive Environment (LRE) as outlined by the IDEA. The basis of LRE is to maximize potential while incorporating students in an environment that allows them the opportunity to be involved in the greatest extent possible in an environment that is most conducive to their learning needs and provides rigorous academic opportunities. Through the use of GRTL and UDL strategies, we will ensure learning for our students.

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.

By June 2016, teachers will establish a culture for learning as demonstrated by a 5% increase in student on-task behavior based on Get Ready to Learn data.

As of March of 2016, ongoing data collection for classes utilizing the GRTL program has shown the growth in the following goal areas:

- Self-Regulation: 38% improvement. Rubric averages improved from 1.8 to 2.5.
- Attention: 56% improvement. Rubric averages improved from 1.6 to 2.5.
- Time-on-Task: 56% improvement. Rubric averages improved from 1.6 to 2.5.
- Communication: 50% improvement. Rubric averages improved from 1.6 to 2.4.
- Overall: 53% improvement. Rubric averages improved from 1.7 to 2.6.

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>
<p>Staff will be informed of school policies and procedures. Professional conversations (Initial Planning Conferences) will be done and utilized to share school-wide expectations, initiative and vision for the school year. First observations will be completed with meaningful, specific feedback and next steps discussed with a focus on student engagement.</p>	<p>Teachers, Paraprofessionals</p>	<p>By October 2015</p>	<p>Administration</p>
<p>Staff members will attend GRTL professional development opportunities, develop a time frame for implementation of this program and will collect data on the GRTL program throughout the school year.</p>	<p>Teachers, Paraprofessionals</p>	<p>September 2015 through June 2016</p>	<p>Administration</p>
<p>Staff will receive professional development opportunities throughout the school year with a focus on student engagement via implementation of strategies aligned with UDL – multiple means of engagement.</p>	<p>Teachers, related service providers, staff members</p>	<p>Monthly October 2015 through June 2016</p>	<p>Administration</p>
<p>Administrative cabinet with extended cabinet to include lead teachers and UDL task force will evaluate the effectiveness of strategies implemented, review GRTL data and plan further action needed.</p>	<p>Teachers</p>	<p>January 2016- June 2016</p>	<p>Administration</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>Get Ready to Learn - funded by tax levy money</p> <p>ADVANCE Training for all teachers</p>

IPC's

Summative end of year conferences

UDL Task Force professional development at district office throughout the year

Teacher prep period coverages

Teacher per session to provide trainings for parents in evening

Substitutes for coverages due to professional development, trainings

Observation cycles coupled with administrative feedback and next steps

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	X	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. Staff will receive training on the 2015-2016 PS37R policies and procedures by September 2015.
2. Teachers will meet with administration for Initial Planning Conferences to discuss school-wide expectations and set professional goals for the year by October 2015.
3. Initial observation will be completed both formal and informal with a follow-up conversation with administrator to discuss observation, best practice and reflect on lesson. Strategies will be shared and discussed. This will occur by October 2015.
4. Staff members will attend GRTL professional development opportunities and implement the program within their classroom environment by November 2015.
5. Implementation of GRTL will occur at a specified time in each classroom prior to an instructional period and will be monitored to ensure efficacy of program on an on-going basis from November 2015 through June 2016.
6. Staff member will collect data and the GRTL program on a weekly basis and record data for further analysis by December 2015, benchmark of February 2016 and will do so on an on-going basis through June 2016.
7. Staff will attend training focused on student engagement aligned with the school's UDL vision presented by the PS37R UDL task force throughout the year through June 2016.
8. Administrative cabinet along with the extended cabinet (lead teachers) will evaluate the effectiveness of strategies implemented by reviewing GRTL data and set up an action plan for further development of engagement in January 2016 and June 2016. data and set up an action plan for further development of engagement in January 2016 and June 2016.

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.

Based on the comprehensive assessment of the PS37R’s academic programs, Professional Learning Communities have shown to improve effective instruction and increase student achievements. Our study has shown that improving teachers’ practice and student outcomes was in part achieved by implementation of the Professional Learning Community Model fostering professional collaboration. Key aspects of this research show that strong leadership, high quality professional development and the growth of a collaborative culture will increase student outcomes.

As stated on the National Center for Universal Design for Learning Website- (<http://www.udlcenter.org/aboutudl/udlguidelines/principle1>), “Learners differ in the ways that they perceive and comprehend information that is presented to them. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.” The shift from the focus on teaching to a focus on the student learning has profound implications for our school community, faculty/support staff and students. Professional development focusing on flexible approaches that are customized and adjusted for individual needs are necessary as student-centered instructional goals, materials, and assessments are created to improved access to information.

- As per the 14-15 Quality Review Report, PS37R received a rating of Well-developed in the area of 4.2 but a rating of Proficient in the area of 1.2. The impact of area 1.2 explained that “Across classroom, teaching practices consistently support students to produce cognitively appropriate work products by engaging students in challenging tasks. In many lessons there are some missed opportunities for students to take ownership of their learning.”
- Our 14-15 SANDI results indicated that the smallest amount of growth was in the area of Communication Development (9% school-wide)
- The 14-15 Advance rating system for PS37R shows that 7% of teachers received a rating of Developing 47% of teachers received a rating of effective and 46% of teachers received a rating of Highly Effective.

PS37R’s instructional focus is concentrated on improving student engagement. In an effort to align the school with this focus, we have established 15 collaborative Professional Learning Communities throughout the main and off sites that are grouped homogeneously by grade, class ratio and/or department (cluster positions). PLC’s meet twice a week to discuss curriculum, lesson planning, intervention strategies, IEP goals, positive behavior supports and analyzing student work (SANDI/FAST SMART Goals). The impact of this collaboration has increased academic rigor within the curriculum, connected to the CCLS and teacher’s planning/preparation.

A Universal Design for Learning Task Force was set up at PS37R in effort to develop a sense of unity/identity at the main/high school and share best practices to impact student learning in line with the 3 principles of UDL – multiple means of representation, multiple means of action and expression and multiple means of engagement. The task force met with the all faculty, related service and support staff 8 times throughout the school to share strategies and provide resources to enhance instruction and increase student engagement.

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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–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.</p>
<p>By June 2016, Teachers and Support Staff will participate in professional development opportunities emphasizing student engagement as demonstrated by a 5% growth in ratings in the Engaging Students in Learning (3c) section of the Danielson’s Framework for Teaching, as compared to the 2014-2015 ratings to the 2015-2016 school year.</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 teacher-parent collaborations to improve student achievement. 	<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>
<p>Administration will schedule common planning time for Professional Learning Communities (PLC) to meet based on one or more of the following areas: grade, class ratio, content area of teaching staff (department) and cluster teachers connected to specific classes.</p>	<p>Administration, Teachers Students</p>	<p>PLCs will meet twice a week during their assigned common planning time.</p>	<p>Administration, Teachers, PLCs</p>
<p>Administration will identify and pair certified school-based mentors to new staff in an effort to facilitate monthly conferences in support of topics pertaining to the development of one’s teaching craft. If there is</p>	<p>Administration, School-Based Mentors, Novice Teachers in need</p>	<p>Weekly, as needed</p>	<p>Administration, School-Based Mentors</p>

a need, additional one to one support will be offered to novice teachers.			
The school will provide continued professional development opportunities in the areas of UDL, curriculum training and data driven instruction to promote a common language and share researched strategies with all teachers and support staff to increase academic rigor/student achievements.	Administration, Paraprofessionals Teachers, Students	Ongoing, School designated Professional development days	Administration, Teachers, Paraprofessionals
During Initial Planning Conferences, new teachers (including teachers new to the school) will work with administration to create individualized growth plans including scheduling professional developments through the District 75 PD website to support teacher's professional growth.	Administration, Teachers	Ongoing	Administration, Teachers, District 75 Coaches

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.											
SANDI Assessment - funded by Central Office											
Attainment and Unique Curricula - funded with NYS ALT ASSES CURR CW money											
Get Ready to Learn - funded with Tax Levy money											
Parent Involvement - Parent Coordinator Funds											
Teacher per session/per diem - funded with Tax Levy money											
Books, hardware, software - NYSTL funds											
Marquis Studios Art Grant											
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	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.
-Administration will formulate PLC's based on one of the following criteria: <ul style="list-style-type: none"> ● homogenous classroom ratios ● Grade ● Subject area and designate groups by September 2015.

- Administration will supervisor first PLC meetings and distributes the Atlas Protocol during September 2015.
- Administration will review PLC sign in sheets notes and next steps completed within PLC Meetings to ensure their effectiveness by October 2015.
- Administration will assess and develop a professional development plan for paraprofessionals by October 2015.
- Administration will monitor the online school based mentoring system to note staff interactions by December 2015.
- Administration will find evidence during formal classroom observations that PLC teams effectively implementing develop strategies and instruction to raise student success by December 2015. This will be evident in lesson planning and instruction. All teachers will show evidence of implementing at least one new strategy to ensure student learning.
- Administration will oversee the PLC team during the inquiry process by benchmark February 2016 to determine PLC growth from September to February.

- Administration will monitor staff sign-up for professional development workshops through www.district75pd.org website by January 2016.
- Administration will have completed the mid-point observations by February 2016. Observations will show a 5% improvement in teachers' Danielson ratings for the Planning and Preparation (section 1E) and Instruction (section 3 C) components.
- Administration will have shared feedback of observations ongoing through June 2016.

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		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.

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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.

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.

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.

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) <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		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.

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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.

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)	District 75 Placement SANDI Assessments ABLLS-R Essentials for Living	Attainment Unique First Author Assistive Technology SMiLE Fountas and Pinnell Flocabulary D 75 Framework	one to one small group instruction	During the school day.
Mathematics	District 75 Placement SANDI Assessments ABLLS Essentials for Living	Attainment Ablenet Assistive Technology D75 Framework	one to one small group instruction	During the school day.
Science	District 75 Placement SANDI Assessments ABLLS Essentials for Living	Unique Assistive Technology D 75 Framework	one to one small group instruction	During the school day.
Social Studies	District 75 Placement SANDI Assessments ABLLS	Unique Assistive Technology D 75 Framework	one to one small group instruction	During the school day.

	Essentials for Living			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEPs FBAs BIPs MAS	Get Ready to Learn TCI UDL	one to one small group instruction	During the school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.
Not applicable - not a title 1 school

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).
Not applicable - not a title 1 school

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Not applicable - not a title 1 school

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).
not a title 1 school

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.).
Not applicable - not a title 1 school

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.
not a title 1 school

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent 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, the school will:

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

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

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

[School name] , 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:

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 75	Borough Staten Island	School Number 037
School Name 037R		

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 Florence Gorsky	Assistant Principal Donny Swanson
Coach Lisa Anderson	Coach
ENL (English as a New Language)/Bilingual Teacher Agnieszka Alicata	School Counselor Jaclyn Scola
Teacher/Subject Area Darlene Bowman/ Special Ed.	Parent Linda Lasheen
Teacher/Subject Area	Parent Coordinator Donna Cornicelli
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	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 <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	382	Total number of ELLs	21	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" 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	21	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	21
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	8

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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	7	0	7	6	0	6	7	0	7	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	0	1	0	2	2	2	1	0	0	1	0	0	1	0
Chinese													2	0
Russian	1			1			1	1					1	0
Bengali														0
Urdu														0
Arabic					1								1	0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian													1	0
Other AO						1								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)	1	1		3	2	2	2	1		1			5	0
Emerging (Low Intermediate)					1								1	0
Transitioning (High Intermediate)														0
Expanding (Advanced)						1								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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					0
4					0
5					0
6					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									0
4									0
5									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									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	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	7	0	0	0
NYSAA Mathematics	7	0	0	0
NYSAA Social Studies	2	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Students in standardized assessment are evaluated with the Fountas and Pinnell.. Students in Alternate Assessment are evaluated with the ABLLS, SANDI Assessment and through their NYSAA portfolios. The data indicates that our students are below grade level in literacy skills. The data informs us of their reading levels, deficits and strengths. It helps with determining appropriate resources to curriculum to provide differentiated instruction. This information also informs us of student grouping according to levels.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT and NYSITELL data reveal that while the majority of our students are at the Entering (Beginning) Level, two out of twenty students are on the Emerging (Lower Intermediate) Level, and one is on the Transitioning (Higher Intermediate) Level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
 The information obtained from the Annual Measurable Achievement Objectives is utilized to differentiate instruction and inform grouping. The data reveals the level of differentiation that is needed along with small group instruction to assist in moving them along the continuum to meet the AMAOs.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The patterns across performance levels and grades show that our ELLs score way below their expected levels and grades. This however, is attributed to their extensive list of disabilities, rather than having a status of an English Language Learner. Home Language is used in classroom instruction, as a tool to make the environment for the students more conducive to learning, make them feel more at home, and to bring cultural awareness to all students in the classroom. Currently our schools does not administer ELL periodic assessment.

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 utilizes data to guide instruction for ELLs within the RtI framework. Additional data is provided by SANDI assessments. Analysis of these assessments are used to group students by instructional levels and provide tiered support. Data is analyzed to adjust and modify instruction on an on-going basis.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Students' classroom teachers make sure they take their students' second language development into consideration while planning their instruction. This is further developed into cluster, ESL, and related service providers collaboration. The Bilingual Common Core Progressions are used by teachers to: target instruction for specific student populations; design instruction in different classroom settings; and to differentiate instruction for students based on language programs and settings. This information is shared in Professional Learning Communities to increase awareness of a child's educational history and cultural background. Information from data analysis is utilized to drive instructional and determined collaboratively during PLCs and meetings with the Language Proficiency Team.
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?

Our school only features an ENL program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of the program for ELLs within this alternative assessment environment relies on formative assessments derived from student work products along with NYSAA and SANDI assessments.

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.
All students are administered the Home Language Identification Survey. If the students come in without an IEP, it has to be done within the first 10 school days of enrollment. If they do have an IEP, however, the administration of the HLIS can be done within the 20 school days of enrollment. All parents are scheduled to come to the school with the child and the HLIS is reviewed and completed. Parent and student informal oral interviews are conducted in English, if possible, and then the HLIS is completed either in English or the parent's preferred language. It is determined if another language is spoken in the home. For all students whose home language is other than English, a Language Proficiency Team (LPT) is formed and it reviews the HLIS as well as other evidence of the student's English language development if available. The LPT recommends whether or not the student will partake in the NYSITELL. If recommendation is that the student should take the test, the student takes the NYSITELL to determine ELL status. If LPT recommends the student does not take the NYSITELL then the recommendation is sent to the principal for review. The principal determines if the student should take the NYSITELL. If it is decided that the student should take the NYSITELL to determine ELL status, he or she takes the test. If the principal upholds the LPT's decision that the student should not take the NYSITELL, then the determination is sent to the superintendent or designee for review. The superintendent or designee determines if the student should take the NYSITELL. If so, the NYSITELL is used to determine the ELL status. If the superintendent or designee determines the student should not take the NYSITELL, the ELL identification process is terminated and the parent is notified about the decision within three days. Agnieszka Alicata, a licensed ENL teacher, is responsible for this process. If the home language is determined to be Spanish, the student will also be administered Spanish LAB utilizing a Spanish speaking staff member.
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).
To identify SIFE in our school first the parents are interviewed when the students are being enrolled. Upon enrollment, when it is determined, that the child is a possible SIFE, SIFE questionnaire is given as well as extra assessment created by the classroom teacher to determine the student's proficiency level. All assessment is done within 30 days of enrollment.
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).
If the newly enrolled student has an IEP and Home Language is other than English, the Language Proficiency Team (LPT) has to be formed to review the evidence of the student's English language development. It usually consists of at least three members, an ENL

teacher (certified ENL teacher), student's parent, parent coordinator, school psychologist and a school's administrator. LPT determines whether the student needs to take the NYSITELL and if it is recommended that he or she does not take the test, the recommendation is sent to the principal for review. If the principal rejects the recommendation of the LPT not to administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

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

If, however, the LPT makes a recommendation that the student take the NYSITELL, the recommendation is sent to the principal for review, upon which he or she determines the student should take the NYSITELL. After the student takes the NYSITELL to determine ELL status, ELL identification procedures continue as with students without IEPs. Interpretative services are available when necessary. Use of Appendix EPRG for SIFE identification would be utilized; however at this time no SIFE students are enrolled.

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.
Since 37R is a D75 school, entitlement and non-entitlement letters are distributed at the CSE.
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).
Letters will be sent home, both in English and the respective home language, explaining that the student has been tested and has earned the ELL status. Parents will be notified that they have the right to appeal that status within 45 days of enrollment if they wish to do so. Copies of these letters are filed and maintained in the student IEP folders if necessary. Agnieszka Alicata, ENL teacher is responsible for the process.
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.
In district 75, this process is done by the CSE.
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.
In district 75, the process is done by the CSE.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
In district 75, the process is done by the CSE.
9. Describe how your school ensures that placement parent notification letters are distributed.
In district 75, the process is done by the CSE.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copy of HLIS should be kept in student's cum folder, uploaded to SESIS and in the ELL comp liaison's file.
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.
ATS reports are used to determine NYSESLAT eligibility. For the duration of the entire test a separate room is provided where students can be tested with no disturbances. For the Speaking Session, an extra teacher is provided to assist with the scoring, as per guidelines, the ESL teacher cannot score his/her own students. This section takes approximately three weeks to complete. Session 2, 3 and 4 take about 1 to 2 weeks to complete and they are broken up into Listening, Writing, and Reading parts, which are all thematically connected within each session. For the Listening component laptop is provided as a device to play the CD required for all the listening portions of the test. For the Writing section, multiple staff members are provided by the school to assist with the grading part of the test. Because of the school's multiple sites locations, teacher's schedule has also been revised as needed on occasion, to make sure all sections of NYSESLAT are administered within the required time frame to all our ELLs.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Our school ensures that continued entitlement and transitional support parent notification letters are distributed either through the ENL teacher or the Pupil Accounting Secretary. Parental correspondence is supplied in preferred home language. The CSE supports the school in this process.
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).

After reviewing the parent survey and program selection forms for the past few years, it is determined that program choices that parents have requested or that CSE have requested are appropriate. The program choices are aligned with parental request. Currently there is alignment between parent choice and program offerings.

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.

ENL is provided by Agnieszka Alicata, a certified teacher, through a pull-out model of instruction. When appropriate, some students receive native language supports from paraprofessionals who speak the students' native language. All ELLs are grouped into 8 heterogeneous (mixed proficiency) levels. Because 37R is a D75 school, our classes are ungraded, but students are grouped together according to their birth year and not more than three years apart. Similarly, an ELL group would consist of students not more than three years apart in age. At this time instruction is delivered only through the stand alone model.
 - b. TBE program. *If applicable.*

Currently, our school only features Freestanding ENL program.
 - c. DL program. *If applicable.*

Currently, our school only features Freestanding ENL program.
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)?

All ELLs are divided into 8 heterogeneous groups. Group I (Entering and Emerging level) is receiving 250 min of ENL, group II (Entering) is receiving 200 min, group III (Entering/Expanding) - 200 min, group IV (Entering/Emerging) - 200 min, group V (Entering/Emerging) - 100 min, group VI (Entering) - 100 min, group VII (Emerging) - 135 min, group VIII (Entering) - 50 min.
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.

Our school does not offer Dual Language Program, so all instruction is delivered in English. Teacher delivers content core using methods appropriate for the grade and level of the students. To foster language development of the students, they are grouped according to their age and proficiency level. Teacher uses guided interaction and with this method lessons are structured so students can work together to understand what they read. Another strategy used is authentic assessments; teacher uses a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills. To help students absorb the content of the lesson, a lot of modelling as well as a variety of materials is used like graphic organizers, visuals, teacher-created worksheets, lots of sensory objects, adapted books and technology (QuickTalker 12, BIGmac Communicator, Ablenet).

The methods that are used in instruction are those of Total Physical Response (TPR), The Sheltered Content ESL and Cooperative Learning Method. Total Physical Response is a language teaching strategy which introduces new language through a series of commands to physically enact an event. The student responds to the commands with action. For beginning students, an advantage of TPR is that they are not required to make oral responses until they feel more comfortable with the new language, and it is also another way for non-verbal children to communicate.

In cooperative classrooms, students are taught to find value in helping one another to learn. As a whole class, rather than individually, they accomplishing a set of goals. The classroom is organized so that the goals are most likely to be attained when students cooperate and collaborate. It increases a sense of student-ownership of the classroom environment and activities.

The goal of the Sheltered English Model is for ELL students to develop English language skills in content classes. English is taught through content areas by including a strong language development component. The purpose of the language development

component is to teach English language learners to communicate (listen, speak, read, and write) in English. This component takes into account the ELL student's current English language proficiency level and guides the teacher in providing the appropriate instruction for each level.

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

Our school uses CSE Support through Bilingual Evaluation Requests. Also paraprofessionals who speak both English and the students' native language are placed in their classrooms to provide extra language support to the ELLs.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Very quick, informal teacher-created assessments are used almost daily, at each session with the students. Another informal assessment teacher uses is "Mock NYSESLAT" and it is administered once per grading period. Also, all ELLs take formal NYSESLAT each year to evaluate the proficiency in each modality. Throughout the year, to prepare for the test, teacher uses materials of the same format that is found on the NYSESLAT, to make the students familiar with the test.

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

a. We currently do not have any SIFE students.

b. Differentiation depends on the level of the student's proficiency and their disability. It would affect everything in the classroom, starting with the level and complexity of the questions. I would ask my students (open-ended questions vs. yes/no questions). Books and materials used would also be distributed accordingly and finally, the tasks the students would be asked to perform would range from just gazing, pointing, matching pictures to pictures, matching pictures to words, drawing, writing simple words, to even writing complex sentences.

c. Differentiation depends on the level of the student's proficiency and their disability. It would affect everything in the classroom, starting with the level and complexity of the questions. I would ask my students (open-ended questions vs. yes/no questions). Books and materials used would also be distributed accordingly and finally, the tasks the students would be asked to perform would range from just gazing, pointing, matching pictures to pictures, matching pictures to words, drawing, writing simple words, to even writing complex sentences.

d. Differentiation depends on the level of the student's proficiency and their disability. It would affect everything in the classroom, starting with the level and complexity of the questions. I would ask my students (open-ended questions vs. yes/no questions). Books and materials used would also be distributed accordingly and finally, the tasks the students would be asked to perform would range from just gazing, pointing, matching pictures to pictures, matching pictures to words, drawing, writing simple words, to even writing complex sentences.

e. We currently do not have any Former ELLs.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with an ESL, classroom teacher and/or other qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154 and will reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she will consult with the superintendent or his/her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

Classroom teachers work collaboratively with the ESL teacher and the related service providers to find the best strategies and approaches for our ELL-SWDs through appropriate materials and devices to make sure that not only do they progress academically but they also speed up English language acquisition. Teacher uses a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills. To help students absorb the content of the lesson, a lot of modeling as well as a variety of grade- and age-appropriate materials is used like graphic organizers, visuals, teacher-created worksheets, lots of sensory objects, adapted books and technology (QuickTalker 12, BIGmac

Communicator, Ablenet).
 The school ensures that for students whose IEP mandates ESL instruction, the student receives ENL program. For students whose IEP mandates bilingual instruction, ENL program is provided, as our school does not offer any other program at this time.

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?

At present students are scheduled as per the IEP, during small group instruction within the same programmatic ratio. We are expanding opportunities for least restrictive environment during community based instruction and worksites within the Staten Island Community. ENL strategies are integrated during these opportunities.

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

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

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

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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.

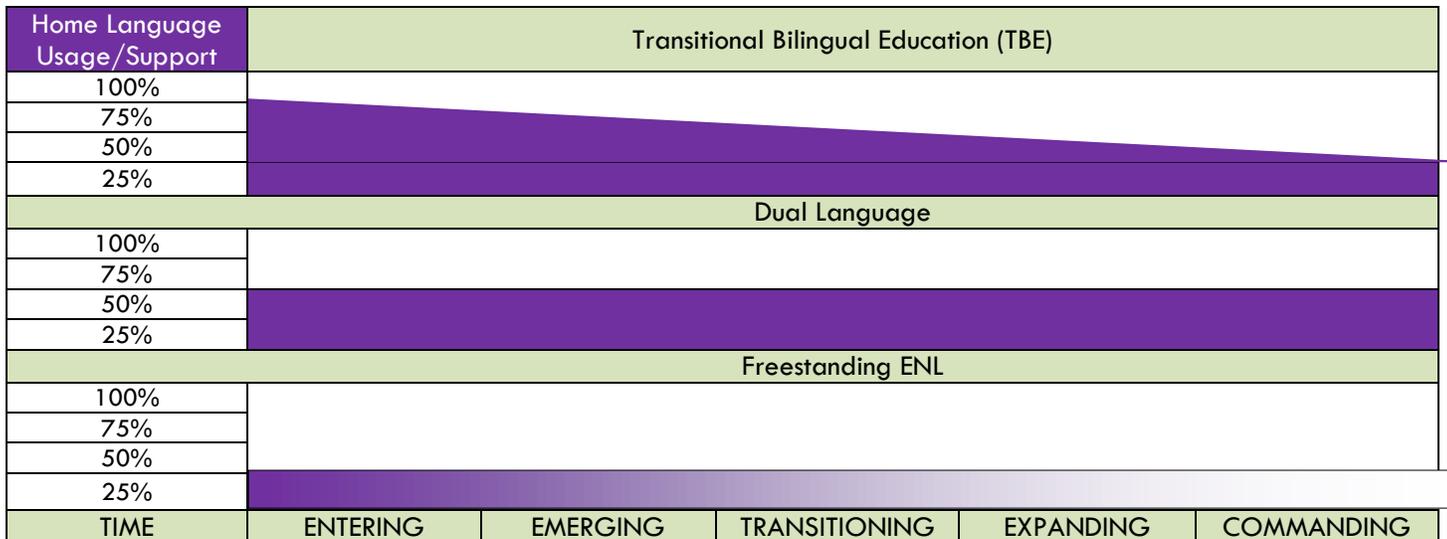


*Note: “other approved services” does not apply to New York City at this time.

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. ENL teachers support students with the following intervention strategies: visuals, assistive technology and reinforcers. The Curriculum Map is aligned to the District 75 Framework, ELA and Math Attainment Curricula and Unique Learning Systems for Social Studies and Science.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Given the student population and their cognitive instructional levels, students are making slow and steady progress with the support of ENL teachers as per SANDI Assessments - Reading, Math, Writing and Communication.
Teacher uses observations and teacher-created materials to assess students' proficiency.
The assessments above are used for all sub-groups at the school
NYSESLAT is administered every year to monitor the ELLs' progress and proficiency level formally.
12. What new programs or improvements will be considered for the upcoming school year?
The ENL teacher in collaboration with the classroom teachers will continue working on the attainment of literacy. They will continue combining their resources to help our ELLs achieve their goals and speed up their language acquisition.
13. What programs/services for ELLs will be discontinued and why?
We do not plan to discontinue any programs or services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded access to all school programs through pull-out and push-in type of service as well as collaboration with the classroom teacher. During school hours we organize fun festivities for all our students, like parades, shows, etc. where all classes participate, so that would include ELLs, too. After school activities would include seasonal/holiday dances, shows and carnivals where all students and their families are invited. Invitations in English and preferred home language are sent home in advance to advertise the event.
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.
To help students absorb the content of the lesson, a lot of modeling as well as a variety of materials is used like graphic organizers, visuals, teacher-created worksheets, lots of sensory objects, adapted books and technology (QuickTalker 12, BIGmac Communicator, AbleNet).
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our school only features an ENL program model. Home language support is usually delivered through a paraprofessional who speaks that language or through a classmate in a peer/cultural awareness activity.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The school's staff (teachers, related services, as well as administration) are in constant contact through formal and informal meetings and conversations to monitor progress and ensure that all required services are appropriate. Through scheduling we make sure those services correspond to ELLs' age levels and by following Common Core Learning Standards we make sure they are geared towards their grade levels. All our ELLs' cognitive needs are taken into consideration when planning instruction and all resources are adapted accordingly.
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).
These activities differ as per individual needs of a student and include a meeting of a parent with an ESL teacher and a parent coordinator.
19. What language electives are offered to ELLs?
We do not offer any language electives at this time.
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)?

Currently, our school only features ENL program.

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.)
The ENL teacher will attend the Professional Development on the following dates: September 10, 2015, September 11, 2015, September 25, 2015, December 17, 2015, January 29, 2016, and March 24, 2016.
Additionally, our school holds Faculty Staff PD meetings on each first Monday of the month. The dates are the following 10/5/15, 11/2/15, 12/7/15, 1/4/16, 2/1/16, 3/7/16, 4/4/16 and 5/2/16. Moreover, we will also have a PD day on November 3, 2015 and June 9, 2016.
PS 37R's professional development plan will include topics pertaining to the education of ELLs such as: strategies, the NYS ESL Standards, balanced literacy in classrooms collaboratively with the ESL teacher. Staff development will be ongoing. All teachers working with ELL students were trained in the mandatory 10 hours of Jose P. ESL training. Newly hired teachers will receive the required training. The ESL teacher will model instructional strategies to classroom teachers as well as to all related service staff. The teaching of ESL is addressed incorporating all content areas: Math, Social Studies and Science linked through literacy in Alternate Assessments methods. The ESL teacher in collaboration with classroom teachers will adapt curriculum, and the use of technology in ESL education. Additional adaptations of ESL materials will be made for education of ELL students with severe disabilities. Thematic instruction provided in the units of Study for students in Alternate Assessments will be used to promote literacy. Engineered classrooms for language development and communication utilizing augmentative communication systems will include augmentative devices and picture symbols to assist instruction. These areas will be addressed during professional development periods and common prep periods.
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?
There are multiple workshops throughout the year that the teachers can sign up for individually at the UFT office or the district level.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ESL teacher supports Middle and HS staff in aligning instruction to vocational/career education opportunities and in students' work site assignments.
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.
There are multiple workshops and trainings throughout the year that teachers can participate in, at the school, at the UFT office, and at the district level. Additionally, as per CR Part 80 regulations, a minimum of 15% of the professional development provided to all our teachers and administrators specifically addresses the needs of ELLs. We make sure that at least 50% of the required professional development hours of our ENL teacher are dedicated to language acquisition in alignment with core content area instruction. We keep all our agendas and attendance sheets in the Professional Development folder.

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?

Our schools provides Parent Annual IEP Review meetings according to the needs of individual parent. In addition, we individually schedule conferences with the parents to discuss the ELL's language development progress and future needs. The parents are made aware through the letter in their preffer language of the available translation and interpretation services and are asked if they would be required. If yes, those services will be provided. So far, we only had to use those services at in-house level.

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

Paste response here:

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

2. All records (annual meetings with the ELL parents, letters, phone calls, informal interactions) are kept in the ESL log. Agnieszka Alicata, ENL teacher is responsible for keeping the log.

3. ELL parents are involved in our school through IEP meetings. Also, our school organizes a lot of after school activities for our students, like seasonal/holiday dances, shows and carnivals where all students and their families are invited. Invitations in English and preferred home language are sent home in advance to advertise the event as well as the letter informing the families og the availability of the translation and interpretation services. During the event parent coordinator as well as the ENL teacher make themselves available to the families to assist with any concerns or to answer any questions.

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

Our school partners with the GRACE foundation, ON Your Mark, and The SI Disabilities Council.

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

Our school evaluates the needs of the parents through the meetings with the ESL and the classroom teacher. We also ask our parent coordinator for her input, as she is in constant contact with the parents. We use informal interviews and parent surveys.

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

The school's partnership with the GRACE foundation, On Your Mark and The SI Disabilities Council benefit the needs of all parents and students. Guest speakers at monthly PTA meetings address the needs of our parents. PS37R's Boy and Girl Scout programs are open to all students, including ELL students, and help to build a sense of community. Before each meeting letters in parents' preferred languages are sent to inform them that translation and interpretation services are available and parents are asked to choose if they will require such services. Parent coordinator acts as a facilitator, assisting parents with any concerns or answering any questions.

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.

Paste response here:

Part VI: LAP Assurances

School Name: <u>PS37</u>		School DBN: <u>75R037</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)
Florence Gorsky	Principal		10/26/15
Donny Swanson	Assistant Principal		10/26/15
Donna Cornicelli	Parent Coordinator		10/26/15
Agnieszka Alicata	ENL/Bilingual Teacher		10/26/15
Linda Lasheen	Parent		10/26/15
Darlene Bowman/Sp. Ed.	Teacher/Subject Area		10/26/15
	Teacher/Subject Area		1/1/01
Lisa Anderson	Coach		10/26/15
	Coach		1/1/01
Jaclyn Scola	School Counselor		10/26/15
	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: **75R037** School Name: **PS37**
Superintendent: **Gary Hecht**

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.

The ESL teacher works in conjunction with the parent coordinator reviewing all ELL home language surveys.

The parent coordinator meets with parents of newly admitted students to assess language needs. If translation services are required, the D75 Parent Resource Office is contacted for assistance. The parent coordinator also sends a survey to all classroom teachers to inquire as to whether parents of students need translation. We use all that information about parents' language preferences and possible translation and interpretation needs when we prepare for all the events in our school, both scheduled meetings with the parents as well as informal activities, like carnivals, dances and other festivities for the whole families.

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.

A great majority of parents listed English as a preferred language of communication, for both written as well as oral. Only a few parents indicated Russian or Spanish as their preferred language of communication. Even though we also have Albanian, Cantonese, Arabic, and one family who speaks Amoy as their home language, these were not chosen as a communication method.

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.)

Our school does not publish documents that require translation on a regular basis. Most documents are printed in English. The only documents we translate into parents' preferred languages are the parent-teacher conference announcements and New York State testing dates and schedules. We do have, however, three families who only speak Spanish and do not read English. For those families all our announcements and communication letters, etc. are translated as needed in-house by a staff member who is a native speaker of Spanish and fluent in both oral and written language.

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.

Typical meetings our school usually has with parents throughout the school year are parent-teacher conferences, which will be held on November 10, 2015, and Open School days (October 7, 2015 for Kindergarten, October 8 for Pre-K, and October 15 for Middle School). Moreover, IEP meetings are also scheduled on the individual basis as needed. What is more, informal interactions between parents and school staff, like phone calls or written reports, are ongoing and almost daily.

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.

Written translations will be provided in timely manner, as needed, with the assistance of school staff. School staff (specific teachers and paraprofessionals) provide written translations within the first two weeks of school. In addition, these staff members meet with parents on a 1-1 basis. PS37 has staff members that are fluent in written Spanish, Albanian, Russian, Polish, and Egyptian, so we always do our translations in-house. Should the need arise for a language for which we have no fluent staff member, we would contact the Translation & Interpretation Unit or outside vendors for services.

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

Oral translations will be provided in timely manner, as needed, with the assistance of school staff. School staff (specific teachers and paraprofessionals) provide verbal translations within the first two weeks of school. In addition, these staff members meet with parents on a 1-1 basis. PS37 has staff members that speak fluent Spanish, Albanian, Russian, Polish, and Egyptian, so we always do our interpretations in-house. Should the need arise for a language for which we have no fluent staff member, we would contact the Translation & Interpretation Unit or outside vendors for services.

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.)

In the beginning of the year our administration always sends out an email that serves as a reminder to the rest of the staff and makes new staff members aware that such translation and interpretation services are available. It is explained what these services are, who they are for, how to use them, and where to go for more information if needed.

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

Parents whose native language is other than English will receive the translated Parents' Bill of Rights & Responsibilities in order to be made aware of their rights regarding translation and interpretation services.

A sign in each of the covered languages is posted near the main entrance of the school indicating the availability of interpretation services.

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 school uses parent surveys that are sent home to gather feedback from parents on the quality and availability of services and they are kept on file in the ESL log. We also use informal feedback in the form of verbal conversations with parents when needed.