

**New York State Education Department
Persistently Struggling and Struggling Schools
Indicator # 94 Extended Learning Time (ELT)**

School Name:
Person Completing Report:
Phone:
Please submit by May 1, 2016

BEDS Code:
Title:
Email:
Submission Date:

Implementation Report:

All Struggling and Persistently Struggling Schools were previously designated as Priority Schools, and as such, were required to extend their school day and/or school year. The United States Department of Education defines “increased learning time” as increasing the length of the school day, week, or year to significantly increase the total number of school hours so as to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and provision of enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

** For the purposes of this reporting form, increased or extended time programming will be referred to as ELT programming. Instruction in core academic subjects will be referred to as ELT academic programming. Instruction in non-core subjects and other enrichment activities will be referred to as ELT enrichment programming.*

- 1. A. Does your current school year calendar reflect an additional 200 student contact hours to the compulsory school year of 900 hours in elementary school and 990 hours per year in secondary school (Kindergarten and Grades 1-5 hour = 5.0 hours per day x 180 days of instruction per year; Grades 7-12 = 5.5 hours per day x 180 days of instruction per year)? (Please**

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C. Indicate the setting in which the school provides ELT for students in each grade. (Check all that apply)

GRADE	LONGER SCHOOL DAY	LONGER SCHOOL YEAR	SUMMER	WEEKEND	OTHER
PRE-KINDERGARTEN (HALF-DAY)					
PRE-KINDERGARTEN (FULL-DAY)					
KINDERGARTEN (HALF-DAY)					
KINDERGARTEN (FULL-DAY)					
GRADE 1					9
GRADE 2					
GRADE 3					
GRADE 4					
GRADE 5					

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3. Percentage of Students Participating in ELT Programming (Divide Line 1 by Line 2):

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E. If yes, provide the names of partner organizations and the academic services they provide. (Add rows as needed)

Community Based Partner

Academic Services Provided

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Community Based Partner	Enrichment Services Provided

9. A. Are students and families involved in ELT decision making and planning?

- Yes
 No

B. If yes, please provide a description of how students and families have been or will be involved, during the current school year, in planning. (Please attach any relevant documentation, e.g. agendas, minutes, attendance sheets, etc.)

C. Is ELT enrichment programming based on student and family interest and choice?

- Yes
 No

D. If yes, please describe the methods used, or will be used during the current school year, such as student and family surveys or meetings, to solicit student and/or family interest areas for enrichment programming. Please explain how the data analysis was used to inform program planning (Please provide any evidence that supports your explanation):

E. Are students and families asked to provide their le

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Teacher Collaboration and Professional Development

11. A. Is there scheduled, structured time in your current school calendar for school staff and community partners to plan, coordinate and integrate curricular areas of extended learning time?

- Yes
 No

B. If yes, please describe who participates and when and how this occurs. (Please provide any evidence to support your response)

12. Please provide any evidence of professional development (PD) that has taken place or is scheduled to take place during the current school year, such as dates, agendas and attendance records, for all PD sessions that support teachers' and community No

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Rating Guidelines:

C - Compliant