



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :**PS 77 LOWER LAB SCHOOL FOR GIFTED EDUCATION

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M077

PRINCIPAL: DR. MARA RATESIC-KOETKE  
EMAIL: MRATESIC@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Mara Ratesic-Koetke	*Principal or Designee	
Kevin Zilber	*UFT Chapter Leader or Designee	
Alan Cohen	*PA/PTA President or Designated Co-President	
Donna Seferian	Member/ Upper Grade Teacher	
Lindsey Kolbe	Member/ Special Education Teacher	
Michelle Liss	Member/ Cluster Teacher	
Kristin Broderick	Member/ Lower Grade Teacher	
Beth Pagan	Member/ Parent – Upper Grade	
Deborah Fuchs	Chairperson and Member/ Parent	
Allison Rich	Member/ Parent – Lower Grade	
Pamela Brasier-Jefferson	Member/ Parent- Special Ed. Rep.	
Stephanie Goodman Kahn	Member/ Parent – Lower Grade	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

To improve writing instruction by designing a rigorous writing curriculum that aligns to the new Core Curriculum Standards surrounding opinion/ argument and expository writing and that results in an improvement in student performance on the NYS ELA exam. Specifically, the percentage of students performing at levels 4 on NYS ELA will increase to 40%, an increase of 8% from last year

### **Comprehensive needs assessment**

In 2010-2011 approximately 32% of our students received a level 4 on the state ELA test. This is down from 2009-2010 when approximately 47% of our students received a level 4 on the state ELA. Additionally, for several years our students have scored considerably higher on state tests in math. For example, in 2010-2011 approximately 80% of students scored a level 4 in math, compared to 32% scoring a level 4 in ELA. These results indicate that curriculum revision in ELA is appropriate.

### **Instructional strategies/activities**

- By December, grade level teams will have identified topics for two units built around informational text where students will write an opinion/argument AND expository piece, to promote consistency and ensure alignment to the CCLS / NYCDOE Instructional Expectations.
- Unit plans following Understanding by Design principles will be established with performance task assessment for persuasive/opinion writing by early January
- Unit plans following Understanding by Design principles will be established with performance task assessment for Expository writing by early March
- Special Education teams will work with network specialists to refine selected unit(s) to reflect the principles of Universal Design for Learning.

### **Strategies to increase parental involvement**

- The school will host a curriculum meeting where classroom teachers have the opportunity to discuss the types of writing
- The administration will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute "Lab Talk" where examples of types of writing are shared as well as information in CCLS as it relates to writing.
- Parents will be trained on how to use ARIS Parent Link.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers teaching writing are certified with Common Branch licenses with gifted education extensions and/or Special Education certifications
- Teachers interested in developing skills in the teaching of expository writing can attend professional development programs offered by CFN 103
- Administrative staff attends hiring fairs as needed to identify and recruit highly-qualified ELA teachers.
- The data specialist will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support new teachers.

**Service and program coordination**

NA

**Budget and resources alignment**

- The teachers voted to use one session of extended day time for Professional Learning Communities where writing will be discussed
- Teachers will use preparation periods to create units and performance tasks
- Denise Perez, fifth grade ELA teacher, has attended meetings held by CFN on writing
- Teaching of Basic Writing Skills professional development sessions are offered by CFN 103

**ANNUAL GOAL #2 AND ACTION PLAN**

**Annual Goal #2**

The whole school community will foster social-emotional learning, with an emphasis on developing resilience, persistence, and community-mindedness. By addressing social-emotional growth, we will decrease our number of both principals and superintendents suspensions to under ten per year.

**Comprehensive needs assessment**

Teachers have noted an increase in student misbehavior, including disruptive behaviors, difficulty in persisting with challenging tasks, and problems deferring gratification. This has increased referrals out of the classroom and decreased teaching time.

**Instructional strategies/activities**

- Direct instruction in SEL learning will occur in every classroom, including in depth discussion of bi-weekly inspirational quotes
- Continued commitment to students completing Stop and Think assessments when students engage in disruptive or inappropriate behavior
- Training of selected Peer Mediators and Teacher Assistants who will highlight conflict resolution strategies with selected students
- Behavior intervention strategies as well as Functional Behavioral Assessment resources shared through teacher created Twice Exceptional Strategies manual
- Fifth Grade Advisory program based on “Seven Habits of Highly Effective Teens” by Sean Covey

**Strategies to increase parental involvement**

- A parent funded psychologist will present a series of workshops on friendship, bullying, and discipline which will be opened to teachers.
- The administration in consultation with the guidance counselor will lead a parent book club looking at emotionally explosive gifted students
- The administration will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers are certified with Common Branch licenses with gifted education extensions and/or Special Education certifications
- Administrative staff attends hiring fairs as needed to identify and recruit highly qualified teachers.
- The data specialist will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

- Mentors are assigned to support new teachers.

**Service and program coordination**

NA

**Budget and resources alignment**

Approximately \$10,000 in PTA supported psychologist services

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

The whole school community will advance student to student and teacher led discussions by promoting the development of questions that are at a high cognitive level and focused on deepening understanding of instructional outcomes. This goal will be measured by the percentage of students performing at levels 4 on NYS ELA. Specifically, 40% of students receiving level fours, an increase of 8% from last year

#### **Comprehensive needs assessment**

As part of a rubric based form of teacher assessment, using questioning and discussion techniques is an area where teachers are in need of developing their practice to reach highly effective levels. Approximately 30% of observations conducted yielded a developing or ineffective rating in this area.

#### **Instructional strategies/activities**

- Nancy Letts, an expert on Socratic Seminar, a process which focuses on making sense of a text and of student's own thinking by posing high level cognitive questions about reasoning, evidence, connections, examples, and other aspects of sound thinking will meet with teachers.
- Professional Development on the use of Bloom's Taxonomy and Depth of Knowledge in the classroom
- Continued roll out of Thinking Hats curriculum to support high level discussions and analysis of varied situations
- Continued use of Math in the City Context for Learning Investigations as a means of promoting quality discussions around mathematics
- Selected upper grade teachers will attend a workshop with Stephanie Harvey, the co-author of *Strategies that Work: Teaching Comprehension for Understanding and Engagement*, who will teach school-based teacher teams how to develop intellectually-charged literacy strategies that engage students to use their own minds to identify issues, gather resources, synthesize information, and ask questions that lead to new learning. Participants will be asked to turnkey information to staff
- Critical Thinking and Formative Assessments by Betsy Moore and Todd Stanley was purchased for each teacher as a resource

#### **Strategies to increase parental involvement**

- The administration will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute "Lab Talk" where information surrounding Bloom's taxonomy, DOK and Thinking Hats are shared

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers teaching are certified with Common Branch licenses with gifted education extensions and/or Special Education certifications
- Administrative staff attends hiring fairs as needed to identify and recruit highly qualified ELA teachers.
- The data specialist will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support new teachers.

**Service and program coordination**

NA

**Budget and resources alignment**

- Approximately \$7000 allotted for Nancy Letts' services in developing Socratic Seminars and teacher coverage, budget source Private Grant 11 from PTA
- Approximately \$5000 allotted for MiTC Deltas and Summer Institute for new teachers, budget source Private Grant 11 from PTA
- Steph Harvey PD provided by CFN Network
- Approximately \$500 for books and materials, budget source Fair Student Funding

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	0	0	0	0
<b>1</b>	0	0	N/A	N/A	0	0	0	0
<b>2</b>	0	0	N/A	N/A	0	0	0	0
<b>3</b>	0	0	N/A	N/A	0	0	0	0
<b>4</b>	0	0	0	0	0	0	0	0
<b>5</b>	0	0	0	0	0	0	0	0
<b>6</b>	0	0	0	0	0	0	0	0
<b>7</b>	0	0	0	0	0	0	0	0
<b>8</b>	0	0	0	0	0	0	0	0
<b>9</b>	0	0	0	0	0	0	0	0
<b>10</b>	0	0	0	0	0	0	0	0
<b>11</b>	0	0	0	0	0	0	0	0
<b>12</b>	0	0	0	0	0	0	0	0

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

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

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	Interventions take place at first in the classroom environment, otherwise the out of classroom staff including the SETTS teacher will pull students in small groups for Wilson or Foundations instruction, or Teaching of Basic Writing Skills by Hochlerin, and Reading Recovery.
<b>Mathematics</b>	Interventions first take place in the classroom environment, otherwise the out of classroom staff, including the SETTS teacher pull students in small groups for support in mathematics
<b>Science</b>	<b>NA</b>
<b>Social Studies</b>	<b>NA</b>
<b>At-risk Services provided by the Guidance Counselor</b>	Counseling for at risk services includes 30 minute individual and small group sessions with the Social Worker addressing issues such as anger management, anxiety, grieving, divorce, and other social issues. Parents must be made aware and agree to such services.
<b>At-risk Services provided by the School Psychologist</b>	Psychologist will observe students and either create or advise classroom teachers on creating Behavior Intervention Plans to support students in designated areas.
<b>At-risk Services provided by the Social Worker</b>	The Social Worker will reach out to families to support them in aligning resources outside the school environment to better support students at risk, including but not limited to outside counseling, afterschool programming, health care
<b>At-risk Health-related Services</b>	The Social Worker and Guidance Counselor will work to reach out to families of students who need guidance in acquiring health services

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

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

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

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Yuet Chu</b>	District <b>2</b>	Borough <b>Manhattan</b>	School Number <b>077</b>
School Name <b>Lower Lab School for Gifted Education</b>			

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

Principal <b>Mara Ratesic Koetke</b>	Assistant Principal <b>Nancy Emerick</b>
Coach <b>NA</b>	Coach <b>NA</b>
ESL Teacher <b>NA</b>	Guidance Counselor
Teacher/Subject Area <b>Kristin Broderick</b>	Parent
Teacher/Subject Area <b>Sam Chan</b>	Parent Coordinator <b>Gina Goodman</b>
Related Service Provider	Other
Network Leader <b>Yuet Chu</b>	Other <b>NA</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>348</b>	Total Number of ELLs	<b>0</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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## Part II: ELL Identification Process

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

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

P.S. 77 is a District 2 Gifted and Talented school that admits students based on a process involving a city-wide gifted and talented assessment and a selection process based on the results of the assessment. The assessment is administered in English, as well as in the languages officially supported by the Department of Education. Students are offered a seat based on rank and residency requirements.

Parents of students entering the Lower Lab School are required to complete the Home Language Identification Survey to determine the home language. If a language other than English is indicated on the form, the office staff registering the student will inform the administration so that an interview can be conducted by Mr. S. Chan with the parent and child to determine the home language and whether the LAB-R will need to be administered to assess the child's ELL status. In-house assistance will be provided if communication in other than English is needed. Upon the determination of ELL status, parents would be informed of the choices of programs available to their child at the Lower Lab School. Staff fluent in the native language of the parents would be used to meet with the parents.

If it is determined that the LAB-R will be necessary, testing will be scheduled within the first 10 days of the student's enrollment. If the child does indeed qualify for ELL services, annual administration of the NYSESLAT will be used to determine the child's continued status as an ELL.

Currently, the Lower Lab School does not offer any ELL programs. The school currently does not have any ELL students as well. In order to fulfill mandated services, should we have any ELL students, we would employ the ELL teacher of P.S. 198 or PS 334, The Anderson School. The limited number of ELL programs is a reflection of the numbers of students coming into the school as an ELL. Parents of ELL students will be apprised of this and will also be informed of the availability of the other program choices that may be available at other schools.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes 	No 	If yes, indicate language(s):
--	---	--	-------------------------------

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>	0	0	0	0	0	0								0
<b>Total</b>	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	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0							0
Dual Language	0	0	0							0
ESL	0	0	0							0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other	0	0	0	0	0	0								0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_ Asian: \_\_\_ Hispanic/Latino: \_\_\_  
 Native American: \_\_\_ White (Non-Hispanic/Latino): \_\_\_ Other: \_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

P. S. 77 is a District 2 Gifted and Talented school with 2 classes on each graded. Classes in grades Kindergarten to 4th grade are self contained and Grade 5 employs a departmentalized model. Although P.S. 77 does not have an ESL program, we would be certain that any students designated as ELL do receive the mandated services.

All subject area teachers would teach an ELL at P.S. 77, considering that any ELL children would also be designated as gifted, including teachers trained in ELL best practices. An ELL student would not be separated from their mainstream class for specials (art, gym, music, science, etc.)

P.S. 77 does not have separate materials on hand for ELL students. All classroom leveled books and materials are used similarly with all students, albeit instructional use of the materials is differentiated to meet the particular learning needs of each child.

P.S. 77 is not an open enrollment or zone school. Admission is based on placement on city-wide assessment performance. Students must meet selected criteria for entrance into the program for gifted and talented children. Due to this enrollment screening process we have not had experience with the admission of long term ELLs.

If we were to encounter a situation whereupon we admit a student of one of the listed subgroups, a tentative plan has been written below each.

**SIFE, Students with Interrupted Formal Education** – We would meet with the parents/guardians, the school counselor and the parent coordinator to discuss the student’s particular background and special needs. For example, what was the child’s particular situation (refugee status, experienced trauma, separation from family, etc.) and what services/support would we need to put in place to help the child and their guardians/parents with adjustments to their new surroundings and for the child to be able to negotiate school.

**Long-term ELLs** – If we had a long term ELL student we would need to look at particularly what has prevented the student from achieving proficiency on the NYSESLAT exam. We would address these issues instructionally between the classroom teacher and P.S. 198’s teacher and have instruction adjusted accordingly to provide the needed interventions to help the student improve the needed language skills. If this does not succeed then we would take steps to see if the child may have other developmental or learning issues that do not stem from their language abilities but may be impeding their learning and then take next steps to address those issues in order to help the student continue to learn and achieve proficiency.

**Students achieving proficiency but in need of transitional support** – these students would continue to receive their one year of additional support from the ELL teacher at P.S. 198 to track student progress and make certain the students do not regress but continue to develop their language skills.

**Students identified as having special needs** – We have two special education self-contained classes in our school for children with special needs. If we had an ELL that turned out to have special needs we would be able to evaluate them and continue to provide them services within our school.

**Gifted ELLs** – Our school is a gifted and talented school. All of our children must pass admission criteria, which designates them as gifted. Therefore, our curriculum and programming is for providing education for gifted and talented children, ELLs included.

### Courses Taught in Languages Other than English ⓘ

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

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

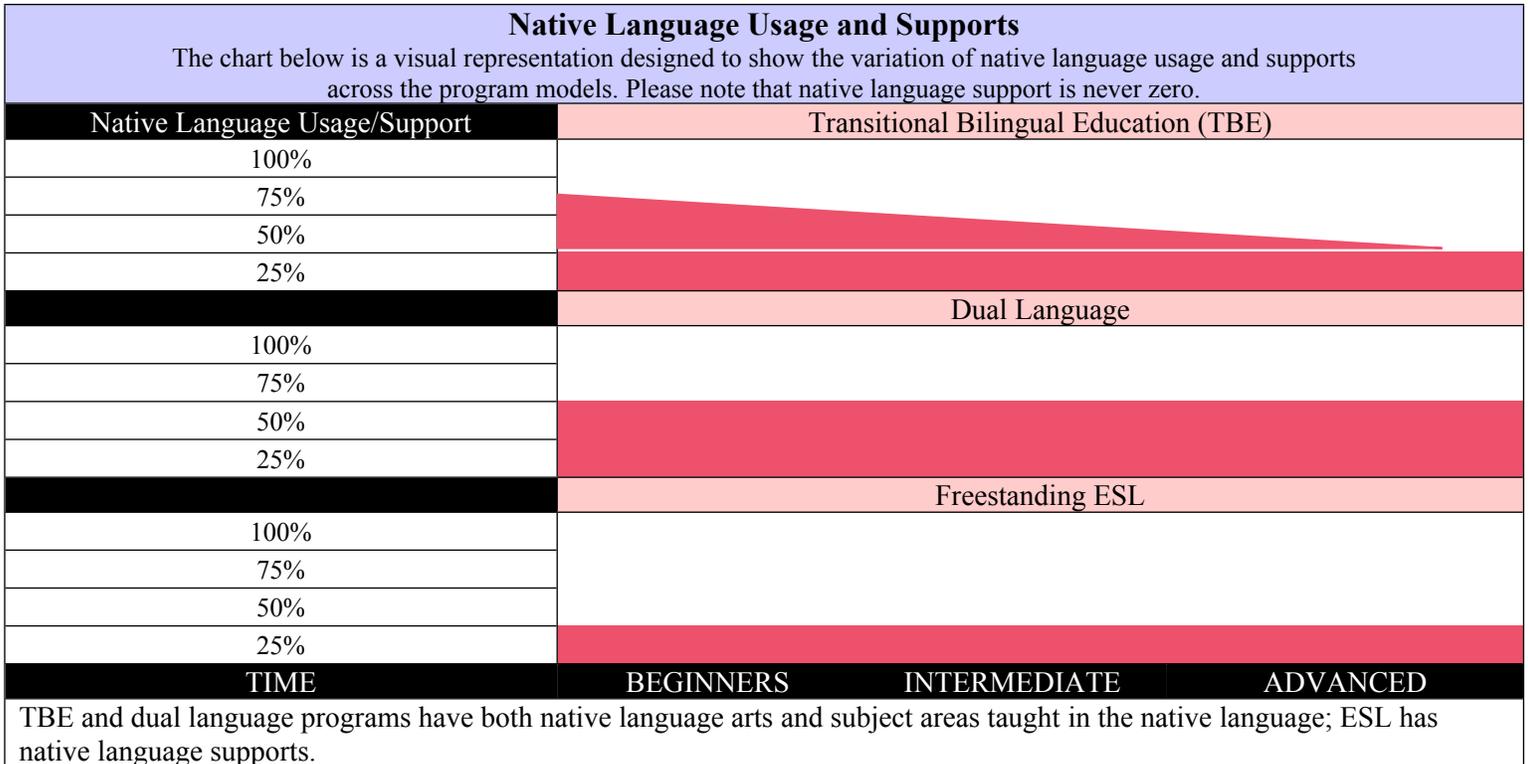
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



### B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

## B. Programming and Scheduling Information--Continued

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

## C. Schools with Dual Language Programs

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

NA

## D. Professional Development and Support for School Staff

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

There has not been professional development in place particularly focused on raising awareness of and for the education of the ELLs for general faculty or for ELL teachers as we have no ELL children.

If teachers need resources such as books pertaining to the instruction of ELLs they may come to the principal's office at any time to use resources available at the school for teacher development.

## E. Parental Involvement

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

Parental involvement at the Lower Lab School is strong. The PTA is active in assuring that the school has access to resources, both financial and personnel. Parents routinely volunteer to assist during activities throughout the day. The PTA also holds several fund raising activities during the year.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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4. How do your parental involvement activities address the needs of the parents?

Parental involvement at the Lower Lab School is strong. The PTA is active in assuring that the school has access to resources, both financial and personnel. Parents routinely volunteer to assist during activities throughout the day. The PTA also holds several fund raising activities during the year.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0							
	I	0	0	0	0	0	0							
	A	0	0	0	0	0	0							
	P	0	0	0	0	0	0							
READING/ WRITING	B	0	0	0	0	0	0							
	I	0	0	0	0	0	0							
	A	0	0	0	0	0	0							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**B. After reviewing and analyzing the assessment data, answer the following**

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

NA

**Additional Information**

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

NA

# Part VI: LAP Assurances

<b>School Name: <u>PS 77 Lower Lab School</u> School DBN: <u>02M077</u></b>			
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Mara Ratesic Koetke	Principal		
Nancy Emerick	Assistant Principal		
Gina Goodman	Parent Coordinator		
	ESL Teacher		
	Parent		
Kristin Broderick	Teacher/Subject Area		
Sam Chan	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
Yuet Chu	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 02M077 School Name: PS 77 Lower Lab School**

**Cluster: 1 Network: 103**

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

**Part A: Needs Assessment Findings**

---

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

We use the Home Language Survey that is given to families at the time of registration to determine if translation services are necessary. If the Home Language Survey indicates that a language other than English is the primary language spoken at home, the Parent Coordinator is notified as well as the Assistant Principal. The Assistant Principal proceeds to conduct the appropriate testing to determine if the child qualifies for ELL services. In most cases, the child does not qualify for ELL services based on the LAB-R. The Parent Coordinator then arranges to send out school communications in the primary language and arranges for interpreters for Parent Teacher conferences if necessary.

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

As of the 2010-2011 school year, there were no families who needed written translations and/or oral interpretation on a regular basis. No students were designated as English Language Learners, however, there were a few parents that required occasional translational services. The Parent Coordinator and Assistant Principal, Nancy Cabrero were able to provide these services.

## Part B: Strategies and Activities

---

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

Written translation services can be provided by our Assistant Principal, Nancy Cabrero, and Parent Coordinator, Gina Goodman, who both speak Spanish. In other cases, we utilize the Translation and Interpretation Unit and documents available in multiple languages through the Department of Education website.

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

No oral translational services were needed on a regular basis. When needed, our Assistant Principal and Parent Coordinator provide translation services in Spanish.

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

We determine, within the first 30 days of school, through the Home Language Survey, whether a child and/or the child's family requires translation services. Information is indicated in ATS. In all cases, translation and interpretation services were necessary in Spanish and/or Chinese. All of these services, oral and written, were provided through in house personnel including our Assistant Principal, Parent Coordinator, and Business Manager.