



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 78Q THE ROBERT F. WAGNER JR. SCHOOL

DBN: 30Q078

PRINCIPAL: LOUIS PAVONE

EMAIL: LPAVONE@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. PHILIP A. COMPOSTO

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
Louis Pavone	*Principal or Designee	
Victoria Mulligan	*UFT Chapter Leader or Designee	
Courtney Jimenez	*PA/PTA President or Designated Co-President	
Carmen Gibson	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sarah Atwood	Member/Parent	
Chima Ogbuokiri	Member/Parent	
Mary Piotrowski	Member/Parent	
Gabriela Ballentine	Member/Parent	
Gerry Gianutsos	Member/UFT	
Erin Morrissey	Member/UFT	

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

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

Annual Goal #1

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

By June 2012, grades 4 and 5 students will demonstrate progress towards achieving state standards as measured by a 3% increase on the median adjusted growth percentile for our school's lowest third on the NYS ELA assessment.

Comprehensive needs assessment

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

After conducting a two-year trend analysis of student performance data on state assessments, it was determined that our median adjusted growth percentile for our school's lowest third student group showed a decrease in performance on the ELA assessment. The median adjusted growth percentile for our school's lowest third student group underperformed the median adjustment growth percentile of all students for the past two years. As a result, we have made progress for our grades 4 and 5 students on the median adjusted growth percentile for our schools lowest third a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

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

- Professional Development will be given on the following topics: Effective questioning, interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning; guided reading and strategy lessons.
- Weekly inquiry team meetings
- Extended day focused instruction

- After School Programs
- Renzulli/SEM

Staff and other resources used to implement these strategies/activities.

- Target Population: Teachers servicing students in grades 4 and 5 for our school's lowest third on the NYS ELA Assessment
- Responsible Staff Members: Principal, Literacy Coach, Data Specialist, and TC Staff Developer

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

- Teachers will meet in inquiry team meetings and grade conferences to review student data gathered from teacher created assessments using Acuity.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy

Timeline for implementation.

- September 2011 through March 2012
- Teacher created Acuity Assessment Dates: November 2011, January 2012, March 2012

Strategies to increase parental involvement

P.S. 78 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- CCLS Parent Workshop given by Network Support Specialist
- Parents will be trained on how to use ARIS Parent Link by Data Specialist
- Distribution of Parent Handbook in English/Spanish
- Handbook of strategies for parents in Reading and Writing-English/Spanish
- Goal Notebooks/Interim Progress Reports
- Parent Teacher Conference
- Acuity Workshops
- ELL Parent Workshop

- ELA Parent Workshops given by TC Staff Developer

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Prior to hiring a candidate, their credentials are verified by our Network’s HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who works with our school to ensure that every teacher assignment aligns with their license areas so that all teachers are reported as Highly Qualified on the BEDS Survey. Professional support to teachers will include:

- Instructional Rounds with feedback
- Coach will support new and struggling/un-qualified teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to provide ELLs, SWDs and at-risk students with additional instructional and student support programs, so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of this goal we have supplemented programs as indicated below:

- A SAPIS worker supports the school’s efforts to improve social emotional growth and attendance for all students including SWD’s and ELLs.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students, including students in targeted subgroups SWDs and ELLs are provided with services to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

When eligible, our school combines Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional Development funded through TL Fair Student Funding

- Staff Developers from Teachers College Reading and Writing Project are funded through TL Fair Student Funding
- ELL After School Program funded through Private Grant
- Inquiry Team funded through TL Fair Student Funding
- The literacy/math coach will offer support to teachers funded through C4E.

ANNUAL GOAL #2 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 #2

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

By June 2012, grades 4 and 5 students will demonstrate progress towards achieving state standards as measured by a 2% increase on the median adjusted growth percentile for our schools lowest third on the NYS Mathematics assessment.

Comprehensive needs assessment

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

After conducting a two-year trend analysis of student performance data on state assessments, it was determined that our median adjusted growth percentile for our school’s lowest third student group showed an increase in performance on the math assessment. The median adjusted growth percentile for our school’s lowest third student group underperformed the median adjustment growth percentile of all students for the past two years. As a result, we have made progress for our grades 4 and 5 students on the median adjusted growth percentile for our school’s lowest third a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

d) timeline for implementation.

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

- Professional Development will be given on the following topics: Effective questioning, interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning; Scantron Performance Series and strategy lessons.
- Weekly inquiry team meetings
- Extended day focused instruction
- After School Programs
- Renzulli/SEM
- Implementation of iReady

Staff and other resources used to implement these strategies/activities.

- Target Population: Teachers servicing students in grades 4 and 5 for our school's lowest third on the NYS Math Assessment
- Responsible Staff Members: Principal, Literacy Coach, Data Specialist, and TC Staff Developer

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

- Teachers will meet in inquiry team meetings and grade conferences to review student data gathered from teacher created assessments using Acuity.
- Staff determined that a 1% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy

Timeline for implementation.

- September 2011 through March 2012
- Teacher created Acuity Assessment Dates: November 2011, January 2012, March 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - CCLS Parent Workshop given by Network Support Specialist
 - Parents will be trained on how to use ARIS Parent Link for Math by Data Specialist
 - Handbook of strategies for parents in Reading and Writing-English/Spanish
 - Goal Notebooks/Interim Progress Reports
 - Parent Teacher Conference
 - Acuity Workshops to analyze Math data
 - Math Parent Workshops

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Instructional Rounds with a focus on Math instruction with feedback
 - Coach will support new and struggling/un-qualified teachers in the delivery of Math instruction

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to provide ELLs, SWDs and at-risk students with additional instructional and student support programs, so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of this goal we have supplemented programs as indicated below:

- A SAPIS worker supports the school's efforts to improve social emotional growth and attendance for all students including SWD's and ELLs.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students, including students in targeted subgroups SWDs and ELLs are provided with services to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Professional Development funded through TL Fair Student Funding
 - ELL After School Program funded through Private Grant
 - After School Math Programs funded through Private Grant
 - Inquiry Team funded through TL Fair Student Funding
 - The literacy/math coach will offer support to teachers funded through C4E

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

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

By June 2012, K-2 students will demonstrate improved reading comprehension skills as evidenced by a 25% increase in students advancing two reading levels based on the Teachers College Reading Assessment.

Comprehensive needs assessment

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

After conducting a two-year trend analysis of student performance data on TC Assessment Pro reading levels, it was determined that our students in grades K-2 underperformed on the reading level assessment. As a result we have made progress on reading levels on the TC Assessment Pro for our school's K-2 students a priority for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

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

- Professional Development will be given on the following topics: Effective questioning, grade level reading bands, use of student data to set goals, common core learning standards, teacher team meetings, partner work, shared reading and writing. Further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning; guided reading and strategy lessons.
- Weekly inquiry team meetings
- Extended day focused instruction
- After School Programs
- Renzulli/SEM

Staff and other resources used to implement these strategies/activities.

- Target Population: Teachers servicing students in grades K-2
- Responsible Staff Members: Principal, Literacy Coach, Data Specialist, and TC Staff Developer

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

- Teachers will meet in inquiry team meetings and grade conferences to review student data gathered from reading level assessments and teacher conference notes.

Timeline for implementation.

- September 2011 through June 2012
- Interim benchmarks: 10% of students (12 students) will increase two reading levels by November 2011, 25% of students (30 students) will move two reading levels by March 2012, and 50% of students (60 students) by June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - CCLS Parent Workshop given by Network Support Specialist
 - Parents will be trained on how to use ARIS Parent Link by Data Specialist
 - Distribution of Parent Handbook in English/Spanish
 - Handbook of strategies for parents in Reading and Writing-English/Spanish
 - Goal Notebooks/Interim Progress Reports
 - Parent Teacher Conference
 - Acuity Workshops
 - ELL Parent Workshop
 - ELA Parent Workshops given by TC Staff Developer
 - Teachers College Reading Assessment Parent Workshops
 - Teachers College Parent Calendar Days addressing reading levels

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Instructional Rounds with feedback
 - Coach will support new and struggling/un-qualified teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to provide ELLs, SWDs and at-risk students with additional instructional and student support programs, so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of this goal we have supplemented programs as indicated below:

- A SAPIS worker supports the school's efforts to improve social emotional growth and attendance for all students including SWD's and ELLs.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students, including students in targeted subgroups SWDs and ELLs are provided with services to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Professional Development funded through TL Fair Student Funding
 - Staff Developers from Teachers College Reading and Writing Project are funded through TL Fair Student Funding
 - ELL After School Program funded through Private Grant
 - Inquiry Team funded through TL Fair Student Funding
 - The literacy/math coach will offer support to teachers funded through C4E.

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	7	7	N/A	N/A	4	0	1	6
1	6	7	N/A	N/A	6	0	0	4
2	5	8	N/A	N/A	4	0	1	0
3	19	18	N/A	N/A	2	0	0	0
4	14	8	6	6	10	0	1	0
5	11	2	8	8	6	0	0	1
6								
7								
8								
9								
10								
11								
12								

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.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • School day: 3x a week/small group to assist students with comprehension and fluency • After school: literacy program/2x a week/small group to assist students with building comprehension and fluency • Grades K-5 Extended Day targeted instructional program/small group/4x a week for 37.5 minutes that include the following instructional support: <ul style="list-style-type: none"> ○ Read Alouds in small groups ○ Guided Reading in small groups and one to one ○ Foundations review and practice for grades K - 1 in small groups ○ The use of the Renzulli Learning system for enrichment for students who are not making one years progress in grades 3-5 • Grades K-2 Foundations-"Double Dose" lessons 3x a week for 20 minutes • Balanced literacy program used with differentiated instruction, guided reading groups, strategy lessons and one-on-one conferring • Grades 3-5 small group-Words Their Way lessons 3x a week for 20 minutes
Mathematics	<ul style="list-style-type: none"> • School day: Everyday Mathematics games/individual and in small groups to build and enhance math skills • Differentiated groups/small group/skill instruction during school day • Grades K-5 Extended Day targeted instructional program/small group/4x a week 37.5 minutes • Everyday Mathematics program used with modifications as needed, along with manipulatives and hands-on approaches

Science	<ul style="list-style-type: none"> • School day: Small group/ hands-on manipulatives and experiments to reinforce scientific theory and concepts • One to one conferring and small group instruction • Differentiated instruction to meet the needs of individual students • After school: tutoring/small group/2x a week for 5 weeks to provide additional support
Social Studies	<ul style="list-style-type: none"> • School day: small group/differentiated instruction/1 period for 5 weeks to reinforce essay writing and DBQs • After school: small group parent and child/parent workshop series to reinforce social studies concepts • Enrichment Groups during Extended Day-4x a week for 37.5 minutes • Curriculum instruction is differentiated to fit the needs of individual students • One-on-one conferring and small group instruction provided during the school day
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • One-on-one and small group counseling during the school day to students at-risk. • The focus, group size, and the length of service are flexible and determined by need. • Pupil Personnel Team works with teachers and support staff to monitor the academic and social emotional development of at risk students throughout the year/uses data to determine future accommodations according to academic and social emotional needs.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • School psychologist will offer clinical services, agency referrals, and educational and social services during the school day • Communicates with parents and staff regarding students deemed "at-risk" on an as needed basis. This service will identify emotional and social factors that may impede student performance • School psychologist provides parental counseling, student counseling, and teacher consultations • Coordination of AIS Services at PPT meetings • Placement, case management, testing, observations, and social updates
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Social worker provides support for families during the school day for "at-risk" students • One-on-one and small group sessions during the school day for counseling and socialization
At-risk Health-related Services	<ul style="list-style-type: none"> • The nurse provides support to children who are deemed medically "at-risk" and/or fragile (asthma/allergies)

**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.

30Q078 - PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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:

1. 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;
2. 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;
3. 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;
4. 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;
5. 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.;
6. 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;
7. 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;
8. 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;
9. 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;
10. translate all critical school documents and provide interpretation during meetings and events as needed;
11. 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;
- 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;

30Q078 - 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 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 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 Amundsen/DiMaggio	District 30	Borough Queens	School Number 078
School Name PS 78Q The Robert F. Wagner, Jr. School			

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

Principal Louis Pavone	Assistant Principal
Coach Deana Rombone	Coach
ESL Teacher Andrew Parker	Guidance Counselor Daniel Stegner
Teacher/Subject Area Victoria Mulligan/Science	Parent Mary Mathai
Teacher/Subject Area	Parent Coordinator
Related Service Provider Scott Dennis	Other
Network Leader Nancy DiMaggio	Other

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

D. School Demographics

Total number of students in school	212	Total Number of ELLs	26	ELLs as share of total student population (%)	12.26%
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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. 

ELL Identification Process:

Our quality service for English Language Learners starts during the initial intake process for newly enrolling students when parents of new students meet with a licensed pedagogue (the Spanish-speaking ESL Teacher or the Literacy Coach) for an informal interview. During this informal interview the pedagogue identifies the language in which the parents prefer to communicate, ensures that they receive intake forms in their preferred language, and assists them with the Home Language Identification Survey (HLIS), offering native language support if necessary through the use of the DOE Translation and Interpretation Unit or the assistance of a parent volunteer. The ESL teacher then reviews the HLIS forms to determine each child's home language and administers the LAB-R exam to children with a home language other than English within the first ten days of their enrollment. Children with Spanish as their home language who are identified as ELLs based on their LAB-R scores also take the Spanish LAB to determine their dominant language. The classroom teachers also assess newly-identified ELLs with letter-recognition and concept-of-print tests, along with spelling inventories, and TCRWP running records for more advanced students. In the spring of each school year the ESL Teacher and Assessment Coordinator run the RLER report on ATS to determine NYSESLAT eligibility and then create a NYSESLAT administration schedule to ensure that all four components of the NYSESLAT are administered to each eligible child. The results of the NYSESLAT exam are used to determine which students will continue to be eligible to receive ESL services during the following year.

The ESL Teacher ensures that ELLs are correctly identified and placed in a program according to their parents' wishes within the first ten days of their enrollment by sending out entitlement letters to the parents of all newly-identified ELLs in each family's preferred language and inviting them to an ELL orientation workshop during which they have the opportunity to learn more about their right to choose one of the three instructional programs (TBE, Dual Language, or Freestanding ESL) for their child. At our orientation meetings (which we offer twice a year, and as needed for parents of ELLs who arrive mid-year) parents view the Parent Orientation Video in their home language, read the Parent Guide in their language, and have the opportunity to ask questions and discuss their options with the Literacy Coach and ESL Teacher. Translation services are available at these meetings, either through parent volunteers or through a conference call set up by the DOE's Translation and Interpretation Unit. After reviewing and discussing their choices, parents receive assistance filling out the Parent Survey and Program Selection form for their child. Parents who are unable to attend one of our orientation meetings can make an appointment to meet with the ESL teacher privately to view the video and discuss their options before making their program selection.

The ESL teacher generates a list of newly eligible ELL students and creates a spreadsheet to monitor the distribution of entitlement letters and the receipt of returned Parent Survey and Program Selection forms. If we do not receive the Program Selection forms in a timely manner, we call parents to offer them any additional support that they might need in order to get the forms returned to us. We continue to contact parents until we receive all outstanding Program Selection forms. While we wait for parents to select a program, newly identified ELLs are temporarily placed in our freestanding ESL program so that they can receive the service to which they're entitled as per CR Part 154.

After receiving the completed Program Selection forms, the ESL Teacher sends home program placement letters in each family’s preferred language, along with continued entitlement letters for those children who did not achieve full proficiency during the previous year. The completed Parent Survey and Program Selection forms, along with copies of the entitlement letters, continued entitlement letters, and placement letters are kept on file by the ESL Teacher in an easily-accessed central location at the school.

PS 78 serves its diverse English Language Learner (ELL) population with a K-5 Freestanding ESL program with native language support, in accord with the wishes expressed to us by the parents of our ELLs on their Program Selection forms. According to the information that we compiled for the 2011 BESIS data collection report and by reviewing the returned Program Selection forms for all of our General Education ELLs, we can see that 17 families chose a Freestanding ESL program for their child, and two families had chosen a TBE program. The two children whose parents had initially selected a TBE program transferred to our school during the 2008-09 school year from TBE programs at their previous schools; the parents explained upon enrollment at PS 78 that they preferred a freestanding ESL program for their children.

From this overwhelming parent response in favor of a freestanding ESL program, we can conclude that we are offering the service that parents are requesting, but we are aware that parent selections may change from year to year and we understand that we need to be prepared to modify our program offerings in the future to meet parent requests.

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●
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This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	1	1								10
Total	2	2	2	2	1	1	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	7	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. [?](#)

ELLs by Subgroups										
	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	Total
TBE										0
Dual Language										0
ESL	19		2	7		2	0			26
Total	19	0	2	7	0	2	0	0	0	26
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			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	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	2	9	4	3								22
Chinese	1				1	1								3
Russian						1								1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other														0
TOTAL	3	2	2	9	5	5	0	26						

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?

Programming and Scheduling Information

ESL instruction is delivered through a push-in model, with the ESL teacher and classroom teacher working together to provide academic language support for both the ELL students and their English-proficient peers.

ELLs are taught in mixed-level groups, with the instruction differentiated to allow for varied proficiency levels. All instruction is delivered in English, with native language support offered whenever possible. Beginner and Intermediate-level ELLs receive 360 minutes of ESL instruction per week, while advanced level students receive 180 minutes of ESL instruction per week along with an additional 180 minutes of ELA instruction during their Reading and Writing workshops.

While providing push-in ESL support during Reading and Writing Workshop and other content areas (science, social studies and math), the ESL teacher implements a variety of techniques to make content comprehensible and enrich language development, such as pre-teaching unfamiliar vocabulary, modeling, drawing on prior knowledge, using realia and manipulatives, and explicitly developing student awareness of comprehension strategies.

The classroom libraries include high-interest, leveled books that are selected with the learning needs of ELLs in mind, giving all ELLs a chance to explore information in the content areas at their own “just-right” reading levels. Our school library has a selection of fiction and

A. Programming and Scheduling Information

non-fiction books in Spanish and our Math and Science programs include Spanish versions of the published materials in order to support the learning needs of literate newcomers from Spanish-speaking countries.

ELL Subgroups

We also have subgroups of ELL children at PS 78 who receive differentiated instruction based on their specific needs. SIFE children are carefully assessed and given targeted academic intervention to address gaps in their formal education. Newcomers receive explicit instruction in the reading comprehension skills that they need to meet NYS standards and succeed on the ELA exam, while using practice texts that are chosen to match each child's independent reading level. ELLs who have been receiving service for 4-6 years and long-term ELLs are considered at-risk and receive supplemental intervention services according to their individual needs.

ELLs with Disabilities

The ESL teacher works closely with the Data Specialist, Literacy/Math Coach, and IEP teacher to align services for ELLs identified as having special needs in order to align ESL language-acquisition strategies with the modified learning strategies taught by the SETSS teacher. The SETSS teacher provides services using a push-in model as per each student's IEP in order to ensure that ELL-SWDs receive supported instruction while working with their general education peers. During SETSS instruction, ELL-SWDs work with the same grade-level materials as their general education peers while receiving additional scaffolding such as guided reading and writing support and the use of graphic organizers, manipulatives, and visuals. The IEP Coordinator and ESL Teacher use the SESIS system to monitor the instruction of ELLs with disabilities and ensure that all children are receiving the services that are stipulated on their IEPs.

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

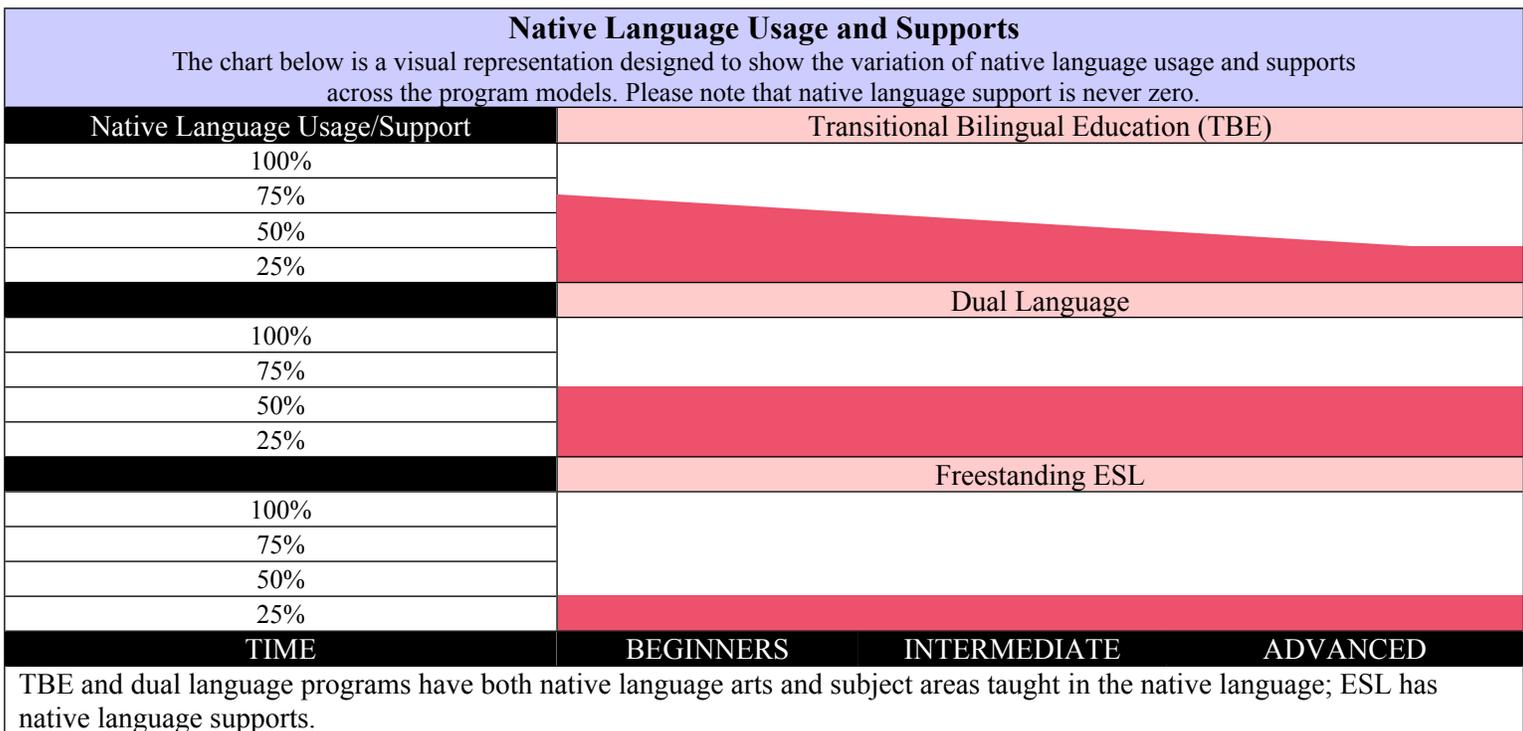
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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
FOR TBE /DL PROGRAMS: 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.
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?

Intervention Programs

At all grade and proficiency levels, ELLs who need additional academic support receive small-group, targeted instruction during our

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.
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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?

Intervention Programs

At all grade and proficiency levels, ELLs who need additional academic support receive small-group, targeted instruction during our Extended Day period. ELLs who require additional support with Social Studies or Science receive targeted interventions in the form of small-group instruction and cooperative, peer-based partnerships. We also offer Title III-funded after-school programs in Math and Literacy, with lessons targeted to the areas of weakness that are revealed in each child's assessment data.

Transitional Support

ELLs who reach proficiency on the NYSESLAT exam continue to receive transitional support for two years after they pass the exam, during which time they are automatically given Extended Day services and are invited to Title III-funded after-school enrichment programs. Former ELLs also receive test accommodations (time-and-a-half on NYS exams) during the first two years after becoming proficient. The classroom teachers, ESL teacher, and Data Specialist carefully review assessment data and student portfolios in order to determine if second-language issues are adversely affecting the performance of newly-proficient former-ELLs.

Program and Curriculum Changes

At PS 78 we are always evaluating our programs and services to ensure the continued success of our ELL students. In addition to our Music and the Brain curriculum, we have recently adopted a music literacy program, Little Kids Rock, which will support our ELL children and expand their opportunities for improving reading fluency and overall language development. Our participation in the Bookflix online reading program also gives our ELL children the opportunity to experience English read-alouds at home. We're also aligning our curriculum and instruction with the Common Core Standards, which will provide our ELL students with clear benchmarks for performance and help to prepare them for success in high school and college.

We have changed our arts residency program to bring in more theatre and music performances and offer enriched literacy-based arts experiences for all our children.

After-School and Supplemental Programs

We offer a variety of after-school programs and take special care to ensure that all families in our school community are informed about our supplemental enrichment programs and have the opportunity to apply for the programs in a timely way. We provide information and applications for all programs in English and Spanish (our most-frequent second language), and place phone calls to the parents who speak lower-incidence languages to ensure that everyone understands the opportunities that are available to their children.

ELLs at PS 78 attend our Extended-Day enrichment program from 8:02-8:40 and ELLs in grades 3-5 attend our Title III-funded after-school academies. We also have a large number of ELLs who participate in our after-school Virtual Y program (through a partnership with the YMCA) and in our other after-school programs such as Instrumental Music, Fitness, Renzulli Learning, Cooking, Chess Club, Language, and Arts and Crafts.

Materials

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?

Intervention Programs

At all grade and proficiency levels, ELLs who need additional academic support receive small-group, targeted instruction during our Extended Day period. ELLs who require additional support with Social Studies or Science receive targeted interventions in the form of small-group instruction and cooperative, peer-based partnerships. We also offer Title III-funded after-school programs in Math and Literacy, with lessons targeted to the areas of weakness that are revealed in each child's assessment data.

Transitional Support

ELLs who reach proficiency on the NYSESLAT exam continue to receive transitional support for two years after they pass the exam, during which time they are automatically given Extended Day services and are invited to Title III-funded after-school enrichment programs. Former ELLs also receive test accommodations (time-and-a-half on NYS exams) during the first two years after becoming proficient. The classroom teachers, ESL teacher, and Data Specialist carefully review assessment data and student portfolios in order to determine if second-language issues are adversely affecting the performance of newly-proficient former-ELLs.

Program and Curriculum Changes

At PS 78 we are always evaluating our programs and services to ensure the continued success of our ELL students. In addition to our Music and the Brain curriculum, we have recently adopted a music literacy program, Little Kids Rock, which will support our ELL children and expand their opportunities for improving reading fluency and overall language development. Our participation in the Bookflix online reading program also gives our ELL children the opportunity to experience English read-alouds at home. We're also aligning our curriculum and instruction with the Common Core Standards, which will provide our ELL students with clear benchmarks for performance and help to prepare them for success in high school and college.

We have changed our arts residency program to bring in more theatre and music performances and offer enriched literacy-based arts experiences for all our children.

After-School and Supplemental Programs

We offer a variety of after-school programs and take special care to ensure that all families in our school community are informed about our supplemental enrichment programs and have the opportunity to apply for the programs in a timely way. We provide information and applications for all programs in English and Spanish (our most-frequent second language), and place phone calls to the parents who speak lower-incidence languages to ensure that everyone understands the opportunities that are available to their children.

ELLs at PS 78 attend our Extended-Day enrichment program from 8:02-8:40 and ELLs in grades 3-5 attend our Title III-funded after-school academies. We also have a large number of ELLs who participate in our after-school Virtual Y program (through a partnership with the YMCA) and in our other after-school programs such as Instrumental Music, Fitness, Renzulli Learning, Cooking, Chess Club, Language, and Arts and Crafts.

Materials

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

We offer many opportunities for ELL parents to come into the school, speak with teachers, and get involved in their children's learning. These opportunities consist of ELL Orientation meetings for parents of new ELLs, workshops during the fall by the literacy coach to introduce the academic curricula (math, science, etc.) and in the spring to offer information about the ELA, Math, Science and NYSESLAT exams to the parents of ELL children and their classmates. During the winter months, classroom teachers, with the support of the Literacy Coach and ESL Teacher, offer workshops to support parents in the use of Acuity, I-Ready, and Renzulli online learning programs with their children at home. At all parent events we provide translators.

During the winter we host Math Game nights, where children have the opportunity to learn new Everyday Math games and play together with their parents. In June we offer a Getting Ready for Summer workshop, where the Literacy Coach, ESL Teacher, and a librarian from Queens Library present ideas for continuing children's education during the summer months.

We used Title III funding to purchase Family Literacy kits (with wipe-off boards, markers, magnetic letters, interlocking cubes, and Everyday Math cards) to give to parents during a series of ELL Emerging Literacy support groups for ELL parents and their K-2 children.

ELL parents receive invitations and follow-up phone calls to ensure a high rate of attendance at student performances and celebrations. The Guidance Counselor encourages ELL parents to serve as guest readers at our Read-Aloud Day, chaperones on class field trips, and members of PTA decision-making committees.

Our ongoing partnerships with our CBO (Virtual Y) and the Queens Borough Public Library's Family Learning Program enable us to offer after school support for our families. The QBPL Family Literacy Program offers fourteen hours per week of instructional programming for parents and caregivers of PS 78 ELL children, including Adult ESL classes, computer literacy classes, a parenting support class, and a Parent and Child Together (PACT) program in which parents and their ELL children meet after school with a licensed ESL teacher for homework help and literacy enrichment activities.

In September of each year we distribute a Parent Needs survey, in which we ask parents for input on the topics or subject areas with which they would most like additional support. We use this feedback as we plan workshops to meet the needs that the parents have expressed. Last year many of our parents requested additional support with helping their children with Everyday Math homework and with supporting their child's reading. We presented parent workshops during the fall and spring to help address these needs.

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)?

Paste response to questions 1-5 here

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.

Professional Development and Support

PS 78 has a partnership with Teachers College. All common-branch teachers, including teachers of ELLs, participate in the Teachers College professional development program and attend monthly grade-level meetings with a Teachers College staff developer, learning instructional strategies for differentiating instruction for ELLs. The Literacy Coach works closely with the ESL Teacher and classroom teachers to ensure that all ESL instruction is aligned with the Workshop Model and to support the ESL teacher and classroom teachers in the implementation of techniques for scaffolding instruction.

Common-branch teachers, special education teachers, the ESL Teacher, the speech teacher, the social worker, the school psychologist, and the guidance counselor all receive ongoing professional development support via the following:

- Professional development workshop offerings from the Office of English Language Learners, including such topics as Understanding ELL Data, Differentiating Instruction for ELLs, and Common Core Standards: Implications for ELLs
- Collaborative planning between Literacy Coach, ESL Teacher, and other teachers of ELLs during common prep periods.
- Professional development workshops offered during Chancellor's Conference Days on such topics as Understanding our ELL Population, Scaffolding Strategies for ELLs, and Preparing ELLs for the NYS Exams.

The Literacy Coach keeps a binder of sign-in sheets and agendas for all grade conferences, workshops, Chancellor's conference days and off-site PD activities to document the minimum requirement of 7.5 hours of ELL training for all staff.

We offer support to teachers of ELLs to ensure that they are able to assist ELLs as they make the transition from elementary school to middle school. Our fifth-grade ELLs have special needs as they prepare to move up to 6th grade at a new school, and we want the children and their families to fully understand their school-choice options so that they can find a middle school that will meet each child's individual academic needs. Our Guidance Counselor attends an annual network-level training on assisting families (including the families of ELL students) with the middle-school articulation process. The Guidance Counselor in turn assists classroom teachers of ELLs with the elementary-to-middle school articulation process, ensuring that they have up-to-date information about middle-school opportunities for their students. He meets with fifth graders to help them identify the personal goals, needs, and interests which might inform their middle-school preferences. The Guidance Counselor offers parent workshops in December in which he explains the middle school application process and distributes application materials from local middle schools and charter schools. The Guidance Counselor also makes sure that printed materials are available in the home languages of our school community and that oral translators are available to assist at the meetings.

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

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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)

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

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.

Paste additional information here

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	4	3		9
4		2	3		5
5		4			4
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			5		4				9
4			1		3		1		5
5			3		1				4
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					2		3		5
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				
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 26-50 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								

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:

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.

Paste additional information here

Part VI: LAP Assurances

School Name: Robert F. Wagner, Jr. School

School DBN: 30Q078

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Louis Pavone	Principal		12/16/11
	Assistant Principal		
	Parent Coordinator		
Andrew Parker	ESL Teacher		12/16/11
Mary Mathai	Parent		12/16/11
Victoria Mulligan	Teacher/Subject Area		12/16/11
	Teacher/Subject Area		
Deana Rombone	Coach		12/16/11
	Coach		
Daniel Stegner	Guidance Counselor		12/16/11
Nancy DiMaggio	Network Leader		12/16/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q078 **School Name:** PS 78Q Robert F. Wagner, Jr.

Cluster: 2 **Network:** 202

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

Part A: Needs Assessment Findings

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

In order to determine our school's written translation and oral interpretation needs, the parents and guardians of newly enrolled students fill out the Home Language Identification Survey (HLIS) and also indicate their preferred language of communication. This information is kept on file in each child's cumulative folder.

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.

In the current academic year, 2011-12, our school has a need for Spanish, Bengali, Chinese, and Japanese translation and oral interpretation needs. The Guidance Counselor has informed each classroom teacher of the translation needs of the families of the children in their classes.

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.

Our school has sufficient Spanish-speaking staff to translate all Spanish language notices or documents. Parent volunteers translate documents for Bengali, Chinese, and Japanese parents who are unable to read English. We also use the Department of Education Translation Services.

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

We have Spanish-speaking staff to provide oral interpretation services for parent-teacher conferences and to facilitate informal parent-teacher communication throughout the year. Spanish-speaking parent volunteers and Spanish-speaking staff provide oral interpretation at school social events and PTA meetings. We also rely on outside contractors provided by the Department of Education's Translation and Interpretation Unit, when necessary, to provide oral interpretation for speakers of Spanish, Bengali, Chinese, and Japanese.

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 have Spanish-speaking staff to provide oral interpretation services for parent-teacher conferences and to facilitate informal parent-teacher communication throughout the year. Spanish-speaking parent volunteers and Spanish-speaking staff provide oral interpretation at school social events and PTA meetings. We also rely on outside contractors provided by the Department of Education's Translation and Interpretation Unit, when necessary, to provide oral interpretation for speakers of Spanish, Bengali, Chinese, and Japanese.