



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mary Piotrowski	Parent	
Sarah Atwood	Parent	
Sergio Silveira	Parent	
Gabriela Ballentine	Parent	
Erin Morrissey	Teacher	
Gerry Gianutsos	Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, 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 school 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 an analysis of student performance data on state assessments, it was determined that our median adjusted growth percentile for our school showed a decrease in student progress of 2% on the ELA assessment. The median adjusted growth percentile for our school underperformed the median adjustment growth from 2010-11. As a result, we have made progress for our grades 4 and 5 students on the median adjusted growth percentile for our school 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) key personnel 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 on the NYS ELA Assessment
- Responsible Staff Members: Principal, 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 2012 through March 2013
- Teacher created Acuity Assessment Dates: November 2012, January 2013, March 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a non Title I school, we will maximize the use of our Tax Levy and NYSTL resources to meet our goal since we do not qualify for "Conceptual Consolidation" and are not eligible to pool funds to address our instructional needs. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our school staff and fiscal resources to carry out our instructional strategies/activities to achieve our 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.

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 2013, 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 a decrease in progress on the math assessment. The median adjusted growth percentile for our school's lowest third student group underperformed the median adjusted growth percentile of 2010-11. 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) key personnel 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, Assistant Principal, 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 2012 through March 2013
Teacher created Acuity Assessment Dates: November 2012, January 2013, March 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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 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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a non Title I school, we will maximize the use of our Tax Levy and NYSTL resources to meet our goal since we do not qualify for “Conceptual Consolidation” and are not eligible to pool funds to address our instructional needs. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our school staff and fiscal resources to carry out our instructional strategies/activities to achieve our 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.

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 2013, 90% of all classroom teachers will match ELL students with high interest complex texts as measured by formal and informal observations.

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 reviewing the past two years' NYSESLAT score reports and TC Running records, it was determined that 75% of our ELL population was reading below grade level. As a result, we have made improving the ability of teachers to use best practices in teaching ELL students while effectively collaborating with their colleagues to provide necessary instruction 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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) key personnel and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.

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

- Professional development will occur during grade meetings at least once a month with a focus on selecting appropriate materials to match the interest and skill level of each ELL. Student data will be used to plan and set goals. Teams of teachers will use case studies and data to inform differentiated lesson planning. Strategy lessons will be conducted and modeled by ESL teacher.
- Weekly inquiry team meetings
- Extended day focused instruction
- After School Programs
- Renzulli/SEM
- Throughout the year all teachers will focus on cooperative learning techniques that support pupil participation and opportunities for student listening, speaking and interacting with other students.
- Licensed ESL teacher will provide professional development to 100% of classroom teachers regarding best practice in teaching the ELL student.
- School trips correlated with the curriculum will be planned no more than once a month to provide life experiences and also build prior knowledge.

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

- Target Population: Teachers servicing ELL students in all grades
- Responsible Staff Members: Principal, Assistant Principal, Data Specialist, TC Staff Developer and ESL teacher

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 ELL student data gathered from teacher created assessments using Acuity.
- The Instructional Team meetings will focus on teaching the ELL student. These meetings will also take place once a month. The focus for the year will be on reaching the ELL learner. Strategies and methodologies will be geared to the ELL students according to their abilities.
- Through frequent articulation with the licensed ESL teacher all classroom teachers will have on going professional development in reaching the ELL learner.
- Surveys are given to all teachers. These surveys provide administration and staff developers with information that is helpful in supporting best practices, techniques, next steps and professional development.

Timeline for implementation.

- September 2012 through March 2013
Instructional Team Assessment Dates: November 2012, January 2013, March 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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- 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.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Word Study-Fundations (K-2)/ Fundations-"Double Dose" lessons • Words Their Way (Gr. 3-5) • After School Literacy Program • Balanced Literacy Program with Differentiated Instruction-Guided Reading Groups, Strategy Lessons, and Conferring • Renzulli Learning System 	<ul style="list-style-type: none"> • Small Group • Small Group/1:1 • Small Group • Small Group/1:1 • Students not making one year's progress 	<ul style="list-style-type: none"> • Extended Day 37.5 Minutes-4X a week-School day-3x a week • School day-3x a week-20 Minutes • After school-2X a week • During the school day • During the school day-2X a week
Mathematics	<ul style="list-style-type: none"> • Everyday Mathematics games • Extended Day Targeted Instructional Program • Everyday Mathematics Differentiation with Modifications • Strategy Lessons • After School Math Support Program 	<ul style="list-style-type: none"> • Small group/1:1 • Small group • Small group/1:1 • Small group/1:1 • Small group 	<ul style="list-style-type: none"> • School day-3X a week • Extended Day 37.5 Minutes-4X a week • School day • School day • After school-2X a week
Science	<ul style="list-style-type: none"> • Foss Science Support • Conferring/Targeted Instruction 	<ul style="list-style-type: none"> • Small group/1:1 • Small group/1:1 	<ul style="list-style-type: none"> • School Day-2X a week • School Day

	<ul style="list-style-type: none"> • Differentiated Instruction • After School Science Support 	<ul style="list-style-type: none"> • Individual Students • Small group tutoring 	<ul style="list-style-type: none"> • School Day • After School-2X a week-5 Weeks
Social Studies	<ul style="list-style-type: none"> • Enrichment Groups • Differentiated Groups • Conferencing/Targeted Instruction-Essay Writing and DBQ 	<ul style="list-style-type: none"> • Small group • Small group/individual students • Small group/individual students 	<ul style="list-style-type: none"> • Extended Day Program-37.5 minutes-4 X a week • School Day • School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Counseling-Guidance Counselor/School Psychologist • Pupil Personnel Team Collaboration • Social Services-clinical services, agency referrals, and educational and social services • School Psychologist-Parental counseling/teacher consultations • Social Worker-Family support • Social Worker student support sessions 	<ul style="list-style-type: none"> • Small group/1:1 • Work with teachers and support staff to determine student needs and coordination of AIS services • Individuals as needed • Individual cases • Individual cases • Small group/1:1 	<ul style="list-style-type: none"> • School day • School day-1X a week • School day • School day • School day • School day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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 work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract high-quality highly qualified teachers to our school include.

- Frequent communication with our Network HR Director when vacancies occur
- Our administrative staff regularly participates in hiring fairs
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.
- Individualized PD plans are created for teachers to ensure continued improvement.

In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (**HOUSSE**) system.

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:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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;
- 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 Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
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: 0

C. Home Language Breakdown and ELL Programs

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

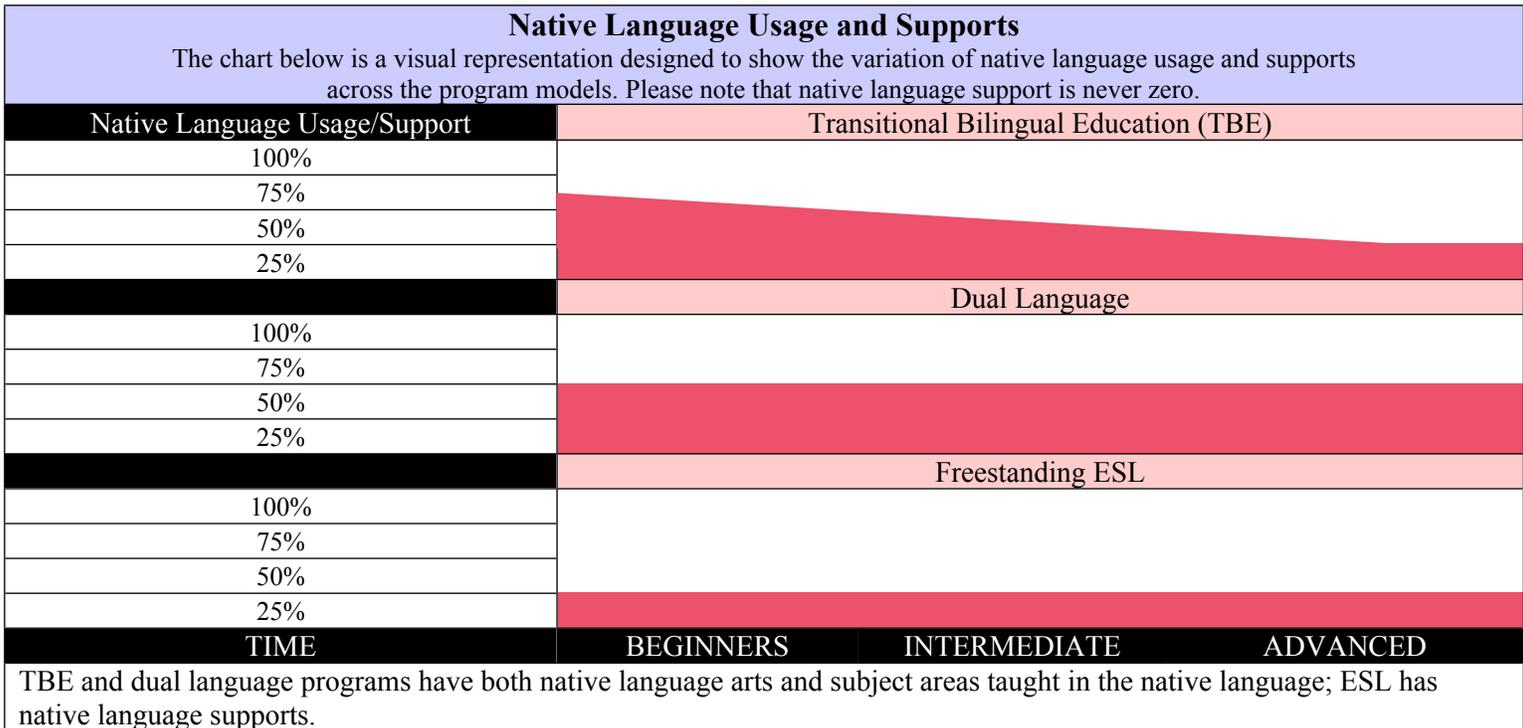
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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 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

Our classroom leveled libraries include texts that have been selected for ELLs because of their enhanced picture support, simplified grammatical structures, and limited idiomatic expressions. The Literacy Coach and ESL Teacher collaborate in the use of school funds to purchase books that are appropriate for ELLs as they participate in their class's literary genre studies and non-fiction content-area instruction. We recently purchased sets of graphic novels in order to provide ELLs with maximum picture support for vocabulary development. The classroom teachers supplement appropriately-leveled reading materials with web-based and software-based reading and math programs, and the ESL teacher uses realia and manipulatives to enhance the ELL student understanding of key language and content concepts. Spanish-speaking students in need of Native Language materials have access to our school library, which has a selection of fiction and 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.

All children have access to laptop and desktop computers, where they can access web-based literacy resources such as Starfall, Renzulli, and Bookflix or use productivity software to create writing projects, presentations, and reports. Each classroom is wired with SmartBoard technology in order to create interactive word-work and shared reading activities to enhance student literacy development.

Native Language Support

While the goal of our freestanding ESL program is to help ELL children achieve full English proficiency as quickly as possible, we understand that some newcomers could benefit from native language support as they make the transition into a monolingual English environment. Native Language support is provided to newcomer ELLs by pairing them with classroom partners who share their home language, offering them native language texts for the first few weeks of Reading Workshop, providing them with online Native Language resources such as Colorín Colorado, and by celebrating their home language and culture whenever possible through thematic study units, cultural exhibitions, and in-class presentations.

Preparing New ELLs

Our Pre-K children who speak a language other than English at home are included in visits to the Kindergarten classes to help them to prepare for the transition into Kindergarten, while the parents of incoming Kindergarten children are given a tour of the school building and attend the workshop "Moving Up: Making the Transition into Kindergarten." During these orientation programs we arrange translation services for parents who are unable to communicate in English.

Language Electives

We do not offer language electives during the regular school day, but we do offer language instruction as part of our after-school programming.

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

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.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	1	1	1	5	1	3								12
Total	2	2	2	6	1	3	0	0	0	0	0	0	0	16

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	

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

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:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Early Literacy Assessment:

We use the TCRWP reading assessment to measure the early literacy skills of our ELLs. We conduct running records on each of our ELLs monthly in order to identify each child's strengths and weaknesses as a reader, target instruction according to each child's individual needs, and ensure that each child is reading at the appropriate "just right" level during our independent reading time. In June of 2011 our data collected with the TCRWP Assessment Pro program indicated that out of 7 ELLs in grades K-2, 4 children (57%) were reading at level 1 and 3 children (43%) were reading at level 3. We understand that a child's reading level is the most important predictor of success on upper-grade exams, and we have targeted the students reading at levels 1 with additional support.

The Literacy Coach and ESL Teacher reviewed the 2011 exam data in order to identify patterns or trends that could help us to plan instruction for the following year. The 2011 NYSESLAT results show us that most students in most grades continued to make steady improvement. Out of 25 students who took the NYSESLAT in 2011, 9 children (36%) achieved full proficiency and 16 children (64%) improved by at least one full proficiency level compared with the previous year. Our strongest results came from Grade 3, with 7 out of 9 children (78%) improving by a full proficiency level, and Grade 4, with 4 out of 5 children (80%) achieving full proficiency. Our lower-grade children, on the whole, performed less well, with only 2 out of 5 children (40%) in Grades K-2 improving their performances by a full proficiency level.

An analysis of the reading/writing and listening/speaking modalities on the 2011 NYSESLAT shows that out of the 16 ELLs who had yet to attain full proficiency overall, 8 children (50%) had succeeded in achieving proficiency on the listening/speaking subtests. Going forward, then, we can see that we need to focus our instruction on reading and writing. Breaking it down even further, using the raw score data from the RLAT report, we can see that our non-proficient ELLs had relatively weak performances on the writing subtest; therefore, we plan on emphasizing essay-writing skills during the upcoming school year for upper-grade ELLs who have yet to achieve full proficiency.

Content Area Assessments:

Because we only have a freestanding ESL program at this time, we are unable to compare the relative success of the ESL program to a TBE or Dual Language program, but we can observe how our ELLs are faring on the content area exams that they are taking in English. On the 2011 ELA exam, 16 out of 18 children (89%) achieved a score of at least level 2, with 6 out of 18 children (33%) scoring at level 3. On the NYS Math exam, 100% of the ELLs scored at level 2 or above, with 9 out of 18 children (50%) scoring at level 3 or above and 1 student scoring at level 4. Our ELA results for English language learners exceeded the citywide average by a large margin, with 33% of our ELLs scoring at level 3 or above, compared with a citywide average of 12.4%. Our Math results were also relatively strong, with 50% of our ELLs scoring at level 3 or above, compared with a citywide average of 34.5%. We are also pleased to see that all of our ELLs passed the 4th-grade Science exam with a score of at least a 3, and 3 out of 5 children (60%) scored at level 4.

ELL Periodic Assessments

Our grade 3-5 ELLs took the ELL Periodic Assessments twice during the 2010-11 school year. The school leadership, along with the

Literacy Coach, ESL Teacher, and classroom teachers of ELLs, found the results to be helpful in targeting individual students' strengths and weaknesses. We could drill into the data to determine on which particular modality (Listening, Reading and Writing) or even on which particular standard and performance indicator each individual child could use extra support. We found the 2010-11 ELL Periodic Assessments to be fairly accurate predictors of the 2011 NYSESLAT results. In general, they reinforced our sense that reading skills (and inferencing skills in particular) are an area of relative weakness for many of our current ELLs and we have been planning our instruction accordingly.

Evaluation of ELL program effectiveness:

In evaluating the overall effectiveness of our ESL program, we must consider our larger goal, which is to ensure that our English Language Learners, like their English-proficient peers, become fully proficient in academic English so that they can meet and exceed NYS standards in all areas. Our data analysis above clearly shows that our ELL students are, indeed, achieving full proficiency and meeting state standards at a rate which exceeds the city-wide average. But we acknowledge that more rigorous NYS assessments and our adoption of the Common Core Standards will create new challenges for all our students and we must be prepared to respond accordingly with increasingly rigorous instruction for our ELLs, former-ELLs, and English-proficient students alike.

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: <u>30Q078</u>	
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		

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)
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.