



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S./I.S. 78Q
DBN (i.e. 01M001): 30Q078
Principal: LOUIS PAVONE
Principal Email: LPAVONE@SCHOOLS.NYC.GOV
Superintendent: DR. PHILIP A. COMPOSTO
Network Leader: NANCY DIMAGGIO

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

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	
Gerry Gianutsos	Member/ Teacher	
Robert Brusca	Member/ Teacher	
Mary Piotrowski	Member/ Parent	
Sarah Atwood	Member/ Parent	
Sergio Silveira	Member/	
Gabriela Ballentine	Member/	

**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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, 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 5.5 % on the ELA assessment. The median adjusted growth percentile for our school underperformed the median adjustment growth from 2011-12. 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. 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.
2. Weekly inquiry team meetings
3. Extended day focused instruction
4. After School Programs
5. Renzulli/SEM

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, and Network Support Specialists
2. Principal, Assistant Principal, and Network Support Specialists
3. Principal, Assistant Principal and Teachers
4. Principal, Assistant Principal and Teachers
5. Principal, Assistant Principal and Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Professional development of CCLS, close reading of texts, and network professional development will be utilized to support these activities.
2. Inquiry teams will monitor progress each week utilizing progress monitoring benchmarks/rubrics. 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
3. Instructional walkthroughs will monitor best practices
4. After School assessments will be monitored during teacher team meetings
5. SEM Coordinator monitors Student progress.

D. Timeline for implementation and completion including start and end dates

1. August 2013 through April 2014
2. Teacher created Performance Assessment Dates: November 2013, January 2014, March 2014
3. September 2013 through April 2014
4. January 2014 through April 2014
5. December 2013 through April 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. On-going professional development provided by administrators during: faculty conferences, grade conferences, scheduling mentoring times, inter-visitations, and three hour UFT mandated professional development time.

2. Inquiry team meetings and grade conferences are scheduled to meet during data periods and common planning.
3. Extended day targeted instruction two days a week.
4. After School Academic Support/Saturday Academy- scheduled for Thursdays and Saturdays from January through April is targeted instruction for students below Scale Score levels for English Language Arts (ELA):
Grade 3 English language arts, a scale score of 299

Grade 4 English language arts, a scale score of 296

Grade 5 English language arts, a scale score of 297
5. Renzulli/SEM is scheduled Friday afternoons from December through April.

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).

Strategies to increase parental involvement

P.S./I.S. 78Q 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:

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 2014, 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 Math 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 6 % on the Math assessment. The median adjusted growth percentile for our school underperformed the median adjustment growth from 2011-12. 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. 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 GO Math/strategy lessons.
2. Weekly inquiry team meetings
3. Extended day focused instruction/ GO Math Differentiated Strategies
4. After School Programs
5. Renzulli/SEM

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, and Network Support Specialists
2. Principal, Assistant Principal/Data Specialist and Inquiry Team members
3. Principal, Assistant Principal and Teachers
4. Principal, Assistant Principal and Teachers
5. Principal, Assistant Principal, and SEM Cluster Facilitators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Professional development of CCLS, Go Math program/strategies, and network professional development will be utilized to support these activities.
2. Inquiry teams will monitor progress each week utilizing progress monitoring benchmarks/rubrics. 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.
3. Instructional walkthroughs will monitor best practices.
4. After School assessments will be monitored during teacher team meetings.
5. SEM Coordinator monitors Student progress.

D. Timeline for implementation and completion including start and end dates

1. August 2013 through April 2014
2. Teacher created Performance Assessment Dates: November 2013, January 2014, March 2014
3. September 2013 through April 2014
4. January 2014 through April 2014
5. December 2013 through April 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. On-going professional development provided by administrators during: faculty conferences, grade conferences, scheduling mentoring times, inter-visitations, and three hour UFT mandated professional development time.
2. Inquiry team meetings and grade conferences are scheduled to meet during data periods and common planning.
3. Extended day targeted instruction two days a week.
4. After School Academic Support/Saturday Academy-scheduled for Thursdays and Saturdays from January through April is targeted instruction for students below Scale Score levels for Mathematics :
Grade 3 mathematics, a scale score of 293

Grade 4 mathematics, a scale score of 284

Grade 5 mathematics, a scale score of 289

5. Renzulli/SEM is scheduled Friday afternoons.

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).

P.S./I.S. 78Q 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:

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #3

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 2014, school leaders will use the Danielson Framework to conduct formal and informal observations and provide effective feedback and support to improve instructional practices as measured by 50% of our teachers improving 1 proficiency level in teaching practice reflected in ADVANCE.

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.

As per NY State law, we are implementing the new Teacher Evaluation and Development System, ADVANCE. Teachers are required to select one of two options requiring them to receive four to six formative observations with feedback sessions to support the development of their instructional practices.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. Principal or Assistant Principal meets with teachers at an initial planning conference to discuss expectations and goals for the year. Teacher select Option 1 or Option 2 for observations. Teacher and administration go over MOSL for the teacher.
2. The Principal schedules meetings and other professional development opportunities provided by the Talent Coach and Network Achievement Coach to familiarize administration with all 22 components of the Danielson's Framework.
3. The principal and assistant principal along with the Network Achievement Coach and Talent Coach engage in calibration activities that include observing teachers, and using low inference notes to identify levels of proficiency. Areas of strengths and areas for growth are identified to construct effective feedback.
4. Provide teachers with on-going professional development based on identified needs from their informal and formal observations and Self- Assessment Danielson Survey on ARIS.

5. Schedule End of Year Conferences with all teachers to reflect on practice throughout the year, discuss evidence of performance and learning across the year and ways to improve teaching practice.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Network Achievement Coach, and Talent Coach. Professional Resource: Danielson Framework for Teaching.
2. Principal, Assistant Principal, Network Achievement Coach, and Talent Coach.
3. Principal, Assistant Principal, Network Achievement Coach, and Talent Coach.
4. Principal, Assistant Principal and teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Completion of Initial Planning Conferences during which time teachers select Option 1 or 2 as evidenced by signed IPC forms, optional professional goals and all required information entered through ADVANCE.
2. With support from the Network Achievement Coach and the Talent Coach, Principal and Assistant Principal engage in conversations that reflect knowledge of all 22 components of Danielson.
3. Principal and Assistant Principal calibrations are within one performance level.
4. Professional development will result in improved teaching practice by at least one proficiency level by the end of the school year.
5. Supervisors will conduct End of Year Conferences and complete required entries on ADVANCE resulting in 50% of teachers improving at least 1 proficiency level in teaching practices reflected in ADVANCE.

D. Timeline for implementation and completion including start and end dates

1. September 9 through October 25, 2013
2. August through December 2013
3. October through June 1, 2014
4. September 4 through June 28, 2014
5. By June 1, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Administration and staff agreed to meet either during a preparation period or before/after school to conduct their initial planning conference.
2. Administration meets weekly. Administrators have also attended other professional development provided by the Department of Education based on Danielson and ADVANCE.
3. The principal and assistant principal plan an observation schedule identifying individual administrator observations.
4. On-going professional development is provided by administrators during: faculty conferences, grade conferences, coaching sessions, intra-visitations, and three hour UFT mandated professional development time.
5. Administration and staff will agree to meet either during a preparation period or before/after school to conduct end of year conferences.

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).

Parent involvement strategies aligned with this goal will include parent workshops, parents and families will explore the ways in which the Danielson framework supports improved teaching practices that increase student performance.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 #4

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Word Study-Fundations, Words Their Way, and iReady ELA Online Program	Small Group	School Day, After School and Saturday
Mathematics	GO Math Scaffold/Differentiated Support Groups, iReady Math online Program	Small Group	School Day, After School and Saturday
Science	FOSS Science Support, Harcourt Science Modules	Small Group	School Day
Social Studies	Worldbook Series	Small Group	School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, at-risk family intervention work, crisis and mandated support by social worker	Small Group	School Day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

P.S./I.S. 78Q- 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 with 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.

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;

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 30	Borough Queens	School Number 078
School Name The Robert F. Wagner, Jr. School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Louis Pavone	Assistant Principal Deana Rombone
Coach	Coach
ESL Teacher Andrew Parker	Guidance Counselor Lisa Viglietta
Teacher/Subject Area Victoria Mulligan/ Science	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	342	Total number of ELLs	31	ELLs as share of total student population (%)	9.06%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	2	2	1	2	1	1	1							10
Pull-out					1	1								2
Total	2	2	1	2	2	2	1	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	2

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	23	0	1	6	0	4	2	0	2	31
Total	23	0	1	6	0	4	2	0	2	31

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
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	3	6	2	2	2	1	3							19
Chinese				1										1
Russian														0
Bengali			1											1
Urdu														0
Arabic	1													1
Haitian														0
French						1								1
Korean														0
Punjabi				1										1
Polish	1													1
Albanian	1													1
Other	1	1	2			1								5
TOTAL	7	7	5	4	2	3	3	0	0	0	0	0	0	31

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	2	1	0	1		0							5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	0	2	0	0	0	0							2
Advanced (A)	3	6	1	1	2	3	0							16
Total	4	8	4	1	3	3	0	0	0	0	0	0	0	23

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	1	2			3
5	2	1			3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4			3						3
5	1		3						4
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		2		3
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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.

Our September 2013 TCRWP running records data indicates that in grades 1 and 2, 6 of the 12 ELLs (50%) are reading at level 1, 5 children (42%) are reading at level 2, and 1 child is reading at level 4. 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 level 1 with additional support.

In 2013-14 we also will be introducing the NYS MOSL Performance Tasks, which will give us useful, skill-specific information about student strengths and weaknesses which we can use to differentiate instruction and target interventions.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The Assistant Principal and ESL Teacher reviewed the 2013 ELL exam data in order to identify patterns or trends that could help us to plan instruction for the 2013-14 academic year. The 2013 NYSESLAT results show us that most students in all grades continued to make steady improvement. It is difficult to make precise year-to-year comparisons because the 2013 NYSESLAT had a revised format and as of this writing the NYSESLAT modality report on ATS is not available, but we can look at changes in proficiency levels and scale scores to get a general sense of student performance:

In 2013, out of 27 total test takers, 4 students (15%) achieved full proficiency, and 11 students (41%) went up at least one level. In 1st grade, 3 of the students improved by two or more proficiency levels. In September 2013 we administered the LAB-R exam to 28 newly admitted students: 19 children (68%) scored at the proficient level; 3 children scored at the advanced level; and 6 children were identified as intermediate or beginner ELLs.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Again, it is not possible at this time to make precise calculations of our school's comprehensive AMAO performance because our modality data is not available, but we can determine that our school met the AMAO 2 benchmark for 2013 (set at 13.7%) with 14 % of our ELLs achieving proficiency.

It is clear to us that one result of the revised format of the NYSESLAT is that the Speaking sub-test items have become more challenging and our students' Speaking sub-test results, taken as a group, have declined from previous years. We will work to ensure that classroom instruction focuses an appropriate amount of time on the CCLS Speaking and Listening Standards to ensure that our ELLs continue to make progress in all skill areas.

4. For each program, answer the following:
 - a. 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?

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 2013 ELA exam, out of six total ELL students, 3 students (50%) scored at Level 1 and 3 students (50%) scored at Level 2; no students achieved Level 3 or higher. On the 2013 Math exam, out of seven total ELL students, one student (14%) scored at Level 1, and 6 students (86%) scored at Level 2; no students achieved Level 3 or higher. On the Grade 4 Science exam, 2 students scored at Level 3 and 1 student scored at Level 4.

Our grade 3-5 ELLs took the ELL Periodic Assessments twice during the 2012-13 school year. The school leadership, along with the 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 2012-13 ELL Periodic Assessments to be fairly accurate predictors of the 2013 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.

In our freestanding ESL program the children receive native language support through same-language peer partnerships, bilingual reading materials, and web-based resources such as Google Translate.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We use assessment data from every student in each grade (ELLs and English proficient students alike) to determine which students are meeting benchmark standards and which students are at risk for falling behind. School administrators also carefully monitor classroom instruction to ensure that all students are receiving high-quality Tier 1 instruction, including differentiated lessons to meet the language development needs of English Language Learners. If teachers and administrators feel that an ELL student is not meeting benchmark standards in spite of high-quality Tier 1 instruction, the classroom teacher, ESL Teacher, and SBST staff will look at the data to determine which specific skills are lagging and arrange Tier 2 intervention services to provide targeted instruction to address the specific areas of need for each child. We take great care to ensure that our analysis of student assessment data takes into consideration each child's native language abilities and degree of English Language exposure/experience.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Classroom teachers and content area teachers work together with the ESL teacher to review ELL student performance data (NYSESLAT, LAB-R, and ELL periodic assessments) and plan class instruction accordingly. We consider each child's language-learning needs when we make decisions about seating assignments, pairings and groupings, reading materials, writing assignments, and the pace and manner of instruction. School administrators make frequent classroom visits and review teacher lesson plans to ensure that each child's language development needs are being addressed in the classroom.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

In evaluating the overall effectiveness of our ESL program we start by looking at NYSESLAT progress and proficiency rates and compare them to the AMAO benchmarks provided by New York State, but we also 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 Common Core Learning Standards in all areas.

Our LAP committee has noted that ELL students at PS/IS 78 have exceeded the AMAO benchmarks in each of the past three years, but we recognize that the rigorous Common Core Learning 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.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) 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 Assistant Principal) 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 assess newly identified ELLs with letter-recognition and concept-of-print tests, along with spelling inventories, and TCRWP running records for more advanced students.
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.
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 Assistant Principal 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. While we currently do not offer any TBE or dual language programs, we are aware of our responsibility to reach out to parents who have previously requested TBE/dual language programs to notify them if a program in their requested language should become available.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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. All completed Parent Survey and Program Selection forms are stored in a locked file cabinet in the ESL Teacher's office, with copies kept in each child's cumulative folder.
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.
After receiving the completed Program Selection forms, school administrators evaluate the parent responses to see if sufficient numbers of parents are requesting bilingual or dual language programs within the same grade band. 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. Copies of all entitlement and placement forms are kept on file by the ESL teacher in a locked cabinet in the ESL office. The ESL Teacher is responsible for updating the ELPC screen in ATS within 20 days of each eligible child's initial enrollment. The ESL Teacher and Assistant principal are available at any time to respond to parent inquiries, with translation assistance available as needed through the DOE Translation and Interpretation Unit.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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/spreadsheet 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.

6. 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.) 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. ⓘ
PS/IS 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. After an examination of recent BESIS data collection reports and a review of the Program Selection forms which we've received during the past three years for all of our General Education ELLs, we observed that 27 families had selected a Freestanding ESL program as their first choice, with one family expressing a preference for a Dual Language Japanese program and one family requesting a Japanese TBE program. 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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.

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)?

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 Literacy periods.

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 foster language development and meet the demands of the Common Core Learning Standards.

While providing push-in ESL support during Literacy periods 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 ESL teacher also emphasizes using text-based evidence to support arguments and opinions to ensure that the students are prepared to meet the demands of the CCLS.

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

Because our Freestanding ESL program does not explicitly teach in the native languages of the students, our native language testing is limited. Spanish-speaking newcomers are assessed with the Spanish Lab if they fall below the proficient level on the English Lab-R, and translation accommodations are made on State exams for eligible ELL students.

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

All children are assessed regularly throughout the year to monitor their reading and writing skills, using TCRWP running records and MOSL performance tasks. Additionally, the ESL teacher and classroom teacher carefully monitor the speaking and listening skills of ELL children throughout the year during one-on-one conferences, group work, and “turn-and-talk” partner discussions. 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/spreadsheet to ensure that all four components of the NYSESLAT are administered to each eligible child.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Subgroups of ELL children at PS/IS 78 receive differentiated instruction based on their specific needs.

a) SIFE children are carefully assessed and given targeted academic intervention to address gaps in their formal education.

b) Newcomers receive explicit instruction in the reading comprehension skills that they need to meet Common Core Learning standards and succeed on the ELA and content area exams, while using practice texts that are chosen to match each child’s independent reading level.

c and d) 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.

e) Former ELLs receive test accommodations for two years after they reach proficiency. The ESL Teacher collaborates with classroom teachers to monitor the progress of former ELLs to see if there are any language issues that may be affecting the children's academic performance. Former ELLs are also invited to participate in Title III-funded after-school programs and Extended Day enrichment groups.

7. 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?

The ESL teacher works closely with the Special Education Coordinator, IEP teachers, and related-service providers to ensure that ELLs with special needs have access to the same curriculum as their English-proficient peers. During the 2013-14 school year we have introduced the ReadyGen literacy curriculum and the Go Math! math curriculum, both of which have been designed to encourage high-level language use and prepare all students to meet the cognitive and linguistic demands of the Common Core Learning Standards. 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The SETSS teachers and related-service providers provide services using a push-in model as per each student's IEP in order to ensure that ELL-SWDs receive supported instruction while maximizing the time spent with their general education peers.

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

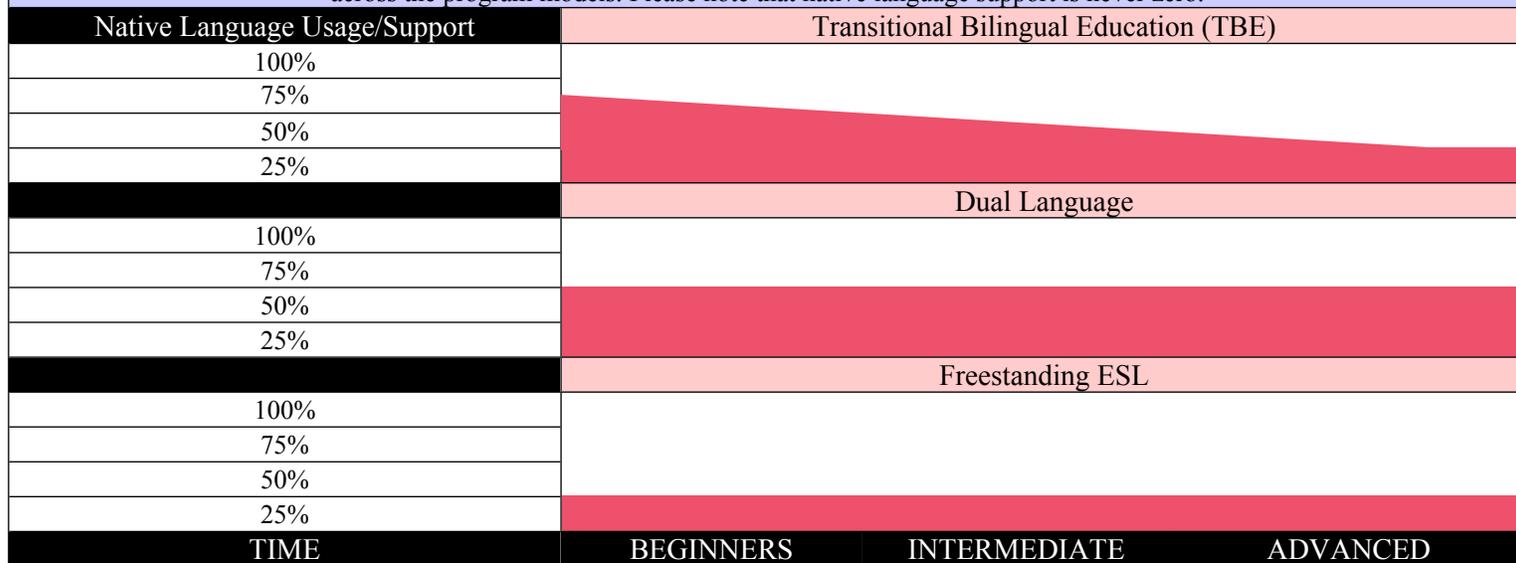
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

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. Classroom teachers respond to individual student needs with lessons targeted to the areas of weakness that are revealed in each child's assessment data.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

A review of student outcomes and assessment data from the past three years (NYSESLAT, NYS ELA and Math exams) reveals that our ELLs and former-ELLs are achieving language proficiency and meeting State and Common Core standards at a rate that meets or exceeds city and state averages. As such, our program can be considered effective. But our goal is for every student to meet the new Common Core Learning Standards, so we need to continue to develop strategies to ensure that our Level 1 and 2 students can achieve success on the new, more difficult state exams.

11. What new programs or improvements will be considered for the upcoming school year?

At PS/IS 78 we are always evaluating our programs and services to ensure the continued success of our ELL students. This year, as we complete our full transition to a Common Core-aligned curriculum, we are discontinuing our participation in the Teacher's College Reading and Writing Project and the Everyday Math program. We believe that the increased rigor of the ReadyGen literacy program and the Go Math mathematics program will give our ELLs a better opportunity to meet the challenges of the Common Core Learning Standards.

12. What programs/services for ELLs will be discontinued and why?

See #11 above.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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/IS 78 attend our Extended-Day enrichment program from 8:02-8:40, and in recent years, when we've had sufficient numbers of ELLs to secure funding, we have offered Title III-funded after-school academies for ELLs and former-ELLs in grades 3-5. We have also had a large number of ELLs who have participated 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our classroom leveled libraries include texts that have been selected for ELLs because of their enhanced picture support and other supportive text features. The Assistant Principal 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 and content area 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 Science program includes 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. This year all students, including ELLs, in grades 5 and 6 will be receiving their own personal iPad Mini computer tablets to facilitate reading, writing, and research.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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 access to native language texts as they make the transition to English literacy, providing them with online Native Language resources such as Colorín Colorado and Spanish Bookflix, and by celebrating their home language and culture whenever possible through thematic study units, cultural exhibitions, and in-class presentations.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

We differentiate our services to ELLs based on each student's individual proficiency level and learning needs. ELLs in the early-childhood grades have the freedom to choose the subject matter for their own writing, drawing, and reading, a process which ensures that the materials and themes are age-appropriate. We work hard to ensure that upper-grade ELLs are receiving instruction and using materials which will prepare them for success on the State exams and help them to meet the challenges of the Common Core Learning Standards.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1, 2) During the 2013-14 school year our professional development focus has been on supporting teachers of ELLs with the new ReadyGen and Go Math! curricula, with an emphasis on scaffolding strategies to support ELLs as they engage in the Common Core Learning Standards. All teachers of ELLs are attending a series of ReadyGen training sessions sponsored by Pearson and a Go Math! training program sponsored by Houghton Mifflin Harcourt.

Using the school-based option to devote two 37-and-a-half-minute sessions per week for professional development, we are able to offer all professional staff who work with ELLs the opportunity to receive ongoing professional development support via webinars and other online learning opportunities through Pearson's Teachability website, the Go Math! teacher portal, ARIS Learn, and the EngageNY website.

Additionally we have the opportunity to use Chancellor's Conference Days to send teachers of ELLs to conferences and symposia sponsored by the Office of English Language Learners.

3) 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, either at our own Intermediate School program or at a different middle 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. She 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 she 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.

4) The ESL Teacher provides ELL training to all staff twice a year, using the 37.5 minute extended day periods which have been designated for professional development training. In addition, we take advantage of the ELL PD offerings sponsored by the Office of English Language Learners. The Assistant Principal 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1) 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 Assistant Principal 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 Assistant Principal and ESL Teacher, offer workshops to support parents in the use of the I-Ready and Renzulli online learning programs with their children at home. In June we offer a Getting Ready for Summer workshop, where the Assistant Principal and ESL Teacher 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 number 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. At all parent events we provide translators if requested, either through parent volunteers or contracted staff from the DOE Department of Translation Services.

2) During the past few years we've enjoyed long-standing partnerships with the YMCA and the Queens Borough Public Library to help bring services to English Language Learners and their families. This year we will be discontinuing those partnerships and are in the process of establishing relationships with new agencies to help meet the needs of our ELL families.

3) In September of each year, during Open School week, 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.

4) Last year many of our parents requested additional support with understanding the Common Core instructional shifts and helping their children prepare for the NYS Math and English exams. We presented parent workshops during the fall and spring to help address these needs.

E. 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.

Part VI: LAP Assurances

School Name: PS/IS 78Q

School DBN: 30Q078

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Louis Pavone	Principal		12/6/13
Deana Rombone	Assistant Principal		12/6/13
	Parent Coordinator		
Andrew Parker	ESL Teacher		12/6/13
	Parent		
Victoria Mulligan/Science	Teacher/Subject Area		12/6/13
	Teacher/Subject Area		
	Coach		
	Coach		
Lisa Viglietta	Guidance Counselor		12/6/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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, 2013-14, our school has a need for Spanish, Chinese, and Japanese translation and oral interpretation. We have 13 Spanish-speaking families, 1 Japanese family, and 1 Chinese family who requested translation services. 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. We use the Department of Education's Office of Translation Services to translate documents into Chinese and Japanese.

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, 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 ensure that parents who are in need of language assistance services understand their rights by distributing copies of the Bill of Parent Rights and Responsibilities each September to all parents as a part of their welcome packet. We also post a sign in each of the covered languages at the main entrance to the school, indicating the availability of translation services.