

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	30Q078
School Name:	P.S. 078
Principal:	LOUIS PAVONE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/IS 78Q School Number (DBN): 30Q078
PreK-8
Grades Served: _____
School Address: 48-09 Center Boulevard LIC, NY 11109
Phone Number: 718-392-5402 Fax: 718-392-5434
School Contact Person: _____ Email Address: _____
Principal: Louis Pavone
UFT Chapter Leader: Victoria Mulligan
Parents' Association President: Leslie Costa/Courtney Jimenez
SLT Chairperson: Gerry Gianutsos
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Non title I School
Student Representative(s): _____

District Information

District: 30 Superintendent: Dr. Philip A. Composto
28-11 Queens Plaza North LIC, NY
Superintendent's Office Address: _____
Superintendent's Email Address: PCompos@schools.nyc.gov
Phone Number: 1-718-391-8323 Fax: TBD

Borough Field Support Center (BFSC)

BFSC: North Queens Director: Lawrence Pendergast
28-11 Queens Plaza North LIC, NY
Director's Office Address: _____
Director's Email Address: LPender@schools.nyc.gov

Phone Number: 1-718-392-5402 Fax: TBD

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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 (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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	
Erin Morrissey	Member/ Teacher	
Lakshmi Reddy	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gabriela Hernandez	Member/ Parent	
Roger Hart	Member/ Parent	
Rey Fernandez	Member/ Parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS/IS 78Q believes in "Educating the Whole Child" and its mission is to provide a global education that enhances student achievement through a focus on higher-order thinking skills, problem-solving strategies, and teamwork, while providing highly enriched art programs that are integrated into our literacy program and throughout the core curriculum

PS/IS 78Q is an elementary-intermediate school with 476 students from pre-kindergarten through grade 7. The school population comprises 4% Black, 36% Hispanic, 40% White, 15% Asian students, and 5% other students. The student body includes 7% English language learners and 11% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2013-2014 was 94.8%. .

At P.S./I.S. 78Q we provide an educational setting where children will discover their own uniqueness, personal worth, and academic potential. Students are encouraged to work cooperatively in small groups, share whole class instruction, and receive personalized direct teaching. Opportunities for students, parents and staff to be "risk-takers" in the learning process will have a positive impact on our learning community as they become lifelong learners and responsible citizens of the 21st century.

This is a school that has a culture of success, professionalism and high expectations. Those expectations are embedded in our practice and embedded in our culture. The practice of good citizenship, which includes being courteous, well mannered, friendly and respectful can be seen throughout the school building. The school is a safe, welcoming, nurturing environment, for students, staff and parents. It is a place where expectations are constantly reinforced through words and practice.

Each morning we share an inspirational positive Morning Message read by students in both buildings that provide students with words to reflect on to build character by encouraging ethical thinking, to build self-esteem by motivating students to do their personal best, and to build community by inspiring students to contribute to the world around them while honoring the diversity that makes our country great.

The students participate in the "Value of the Month" program and work towards achieving Student of the Month for that value. Each month students are celebrated at monthly PTA meetings in front of their parents, families and peers.

We are proud to present to our families quality partnerships with outside organizations such as: Metropolitan Museum of Art, Seaport Museum, Department of Environmental Protection, NYS Parks and Recreation, Lincoln Center Education, Studio In a School, and St. John's University. We encourage parents to participate in our School Wide Enrichment Program (SEM) as real life professionals to work with our students. SEM provides students a learning experience that is aligned to their interests and learning styles. They learn about careers that are of interest to them and are provided with experiences and projects from members of the community in the field. Parents are invited to our community fair to learn from their children.

Establishing partnerships with families is a top priority for all members of the P.S./I.S. 78Q community. We open up every school year by continuing the tradition of inviting our student's families into the classrooms to discuss the curriculum and expectations. This year we have had the opportunity to invite parents to weekly meetings to discuss individual student's strengths, weaknesses and next steps.

Teams of teachers come together to share assessments and discuss a path for progress with individual families. To support an understanding of the on-going units being implemented in the classrooms, teacher teams develop plans and work to inform parents of the expectations of the units and how they can support their child at home.

We send home progress reports in October, report cards in November, January and March and Progress reports in April before the June Report Card. Parents are informed of student goals in reading, writing and math, based on discussions with their teachers. This practice has served as another way to inform families about the individual goals their child is working on and a specific action plan as to how they can help support their child's progress.

Our school website keeps our parents informed of homework, upcoming events, school curriculum, and calendar events. Student homework is uploaded to student backpack sections and Middle School students are able to access teacher's individual websites to access assignments, expectations, and rubrics. We communicate teacher expectations with teachers through our email system, morning announcements and memos.

Our greatest progress this year in the Framework for Great Schools has been "Strong Family and Community Ties". We have seen a tremendous increase the number of parents in our building throughout the school year. This has been most evident in the Parent/Teacher Association meetings. Our key area of focus for this school year will be to continue to have opportunities available for parents to be active participants in their child's learning.

Parent partnerships are critical to our student's success. Parents are invited to the school to participate in "Read Alouds" and share their family cultures. At the beginning of the school year parents are provided with a parent packet in English and Spanish that includes a welcome letter, a parent manual that includes our vision and mission, school procedures, safety, parent involvement, grading policy, values curriculum, homework expectations, lunch schedules and guidelines, health requirements. We also include in the packet, curriculum guides, grade level Common Core Learning Standards (CCLS) road maps to success, student, teacher and parent expectations, permission slips, assessment calendars, emergency preparedness, internet acceptable and safety policy, and physical education expectations. A presentation is done by the Principal to provide parents with school expectations, school goals, educational initiatives, student data, and programs.

We work closely with our School Leadership Team. We feel it is important that parent voices are heard and addressed as well as teachers. We provide parent workshops to keep our parents better informed of programs and curriculum, such as Just Right Reading, Middle School Choice, Schoolwide Enrichment Model and Grade Level School Tours.

Teachers are provided with a teacher binder that includes expectations for the school year, chancellor regulations and updated information. A presentation is done by the Principal to provide teachers with school expectations, school goals, educational initiatives, student data, and programs.

We provide an educational setting where children value education and discover their own uniqueness, personal worth, and academic potential. We believe that by educating the "whole child" children discover the love of learning and become lifelong learners.

30Q078 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07	Total Enrollment	473	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	4	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	1.8%	% Attendance Rate		94.9%
% Free Lunch	32.1%	% Reduced Lunch		3.2%
% Limited English Proficient	8.2%	% Students with Disabilities		10.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		4.8%
% Hispanic or Latino	37.9%	% Asian or Native Hawaiian/Pacific Islander		13.3%
% White	40.1%	% Multi-Racial		3.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.33	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.6
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	44.1%	Mathematics Performance at levels 3 & 4		56.9%
Science Performance at levels 3 & 4 (4th Grade)	100.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After conducting an analysis of student performance trends on state assessments, it was determined that our ELA proficiency for our school showed that our 6th and 7th grade students on the ELA assessment underperformed when compared to our 5th grade. As a result, we have made progress for our grades 6 and 7 students on ELA proficiency for our school a priority goal for the school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June 2016, to support rigorous instruction all teachers in grades 6 and 7 will implement targeted instructional strategies that will result in a 3% increase in English Language Arts (ELA) proficiency as measured by the New York State Common Core English Language Arts Assessment (ELA) .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will participate in professional development around Inquiry Focus protocols on strategies to improve student to student discussions informed by data and self-assessment of student work.</p> <p>Monday professional community teams meetings will include using item analysis for grades 6 and 7 to plan instructional groups. Teachers will use Engage NY released questions and educator guides to support the standards. Parent meetings will take place to review released questions to inform their understanding of the expectations for their children.</p>	<p>All students in grades 6 and 7</p>	<p>80 minutes of Professional Development on Mondays</p>	<p>Teachers, Administrators, Grade leaders</p>
<p>Inquiry Facilitators will offer Professional Development for staff on higher order thinking strategies designed to promote student debate and writing linked to CCLS standards with differentiation for ELLs, SWDs and other student needs. Special Education and ESL teachers will support content area teachers in differentiating their instruction by doing workshops and intervisitations to enhance their practice.</p>	<p>All staff</p>	<p>Sept. 2015-Feb. 2016, Feb. 2016-June 2016</p>	<p>Teachers, Administrators, Inquiry Facilitators</p>
<p>Purchase and implementation of myOn online reading program and assessment with support for staff and use of benchmarks to assess effective implementation.</p>	<p>All students grades 6 & 7</p>	<p>Sept. 2015-Feb. 2016 Feb. 2016-June 2016</p>	<p>Teachers and Staff</p>
<p>Individual feedback to teachers after formal and informal observations and to guide next steps using the Danielson Framework for Teaching</p>	<p>All Staff</p>	<p>Sept. 2015-June 2016</p>	<p>Inquiry Teams Vertical Teams Administration</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Inquiry Team members, Administrators, 80 minutes Professional Development every Monday, Advance data reports, data sources: state assessments, performance tasks, common planning time, and data periods; instructional software.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By Feb. 2016, 50 % of students in grades 6 and 7 will show a 10% increase from the i-ready baseline assessment for ELA.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After conducting an analysis of the instructional practices of our teachers and, the Framework for Great Schools-Collaborative Teachers Report, current data and indicator 4.2 in our most recent QR, there is a need to refine teacher teams and the inquiry practice.

After conducting an analysis of how well teachers work with each other , we have made teacher teams working collaboratively our school priority .

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the first grade teacher team will work collaboratively to strengthen student discussion skills in order to improve student achievement enabling them to use evidence to support a point of view as measured by a 1 % increase in teacher performance levels reflected in Component 3b Questioning and Discussion Techniques in advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Inquiry team will focus on supporting professional development on and creating collaborative teacher models incorporating differentiated data based strategies to improve student discussion and the sharing of best practices to ask higher order questions. Agendas and meeting minutes will be shared.</p> <p>Teacher team meetings will be held to look at student work and and assess using the rubric for assignment.</p>	<p>Teachers in Grade 1</p>	<p>Sept. 2015-June 2016</p> <p>80 minutes Professional Development</p>	<p>Teachers, Administrators, and Inquiry Facilitators</p>
<p>Vertical collaborative teacher team meetings will be held to analyze data and look for trends to identify achievement gaps and identify research based strategies to address them. Agendas and minutes will be shared.</p>	<p>All staff</p>	<p>Sept. 2015-June 2016</p> <p>80 minutes Professional Development</p>	<p>Teachers, Administrators, and Inquiry Facilitators</p>
<p>Collaborative planning time and data periods used to modify learning tasks to address Students with Disabilities and English Language Learners’ needs and best practices. Agendas and minutes will be shared.</p>	<p>Special Education teachers, ESL teachers, Gr. 1 Teachers,</p>	<p>Sept. 2015-June 2016</p> <p>Grade Conferences and Inquiry Team Meetings</p>	<p>Teachers and Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Inquiry Facilitators, administrators, common planning time, data periods, and Monday 80 minute professional development, CCLS instructional materials</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In Feb. 2016, there will be a .5% increase in teachers scoring one level on ADVANCE MOTP dashboard.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After conducting an analysis of the Parent Coordinator Log, parent surveys, the Learning Environment Survey, and the Framework for Great Schools-Strong Family –Community Ties Report, there is a need to increase parent communication .

After conducting an analysis of parent involvement , we have made increasing parent communication our school priority to better support their children's learning. Parents will participate in monthly writing celebrations with their children and their child's class.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, a collaborative partnership with families and community organizations will be strengthened through the number of contacts with families as measured by a 2% increase in parent communication reflected in the Parent Coordinator Log.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Hiring of Parent Coordinator to improve family outreach and collaborate with school staff to offer parent-involvement and support activities..	Parent Coordinator	Sept. 2015- June 2016	Administration and Parent Coordinator
Parent Coordinator will meet with parents to discuss student needs, parent involvement, written notices, and classroom celebrations.	Parent Coordinator and Teachers	Sept. 2015- June 2016	Administration and Parent Coordinator
Translation services procured to assist families in better understanding the curriculum, school information and how to support their children in school.	Parent Coordinator	Sept. 2015- June 2016	Administration
Daily parent phone calls and school tours to strengthen the home-school connection and provide families with differentiated support..	Parent Coordinator	Sept. 2015- June 2016	Administration and Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
40 minutes of parent engagement time each week for planning meetings, workshops, conferences, phone calls, and translation.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By Feb. 2016, there will be a 1% increase in parent communication reflected in the Parent Coordinator Log and the computer based monthly reporting system. A interim paper parent survey will be sent out to parents in February.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	NYS ELA data, TC running records benchmark data, TC Word Identification data, Classroom performance data, Portfolio Analysis, and MOSL assessment data	Word Study-Fundations, Words Their Way, TC Reading and Writing strategies, and iReady ELA Online Program	Small Group	School Day, After School and Saturday
Mathematics	NYS Math data, Go Math Assessment data, Math Performance Task data, Gr. 6 and 7 MOSL assessment data, classroom assessments and observations, and portfolio analysis	GO Math Scaffold/Differentiated Support Groups, CMP3, iReady Math online Program	Small Group	School Day, After School and Saturday
Science	NYS Gr. 4 Science data, Foss Program assessment data, and classroom observations	FOSS Science Support, Harcourt Science Modules	Small Group	School Day, After School
Social Studies	Project based learning assessments, classroom observations, and portfolio analysis	Guided Reading using non-fiction texts	Small Group	School Day, After School

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT referrals and IEP recommendations	Counseling, at-risk family intervention work, crisis and mandated support by social worker	Small Group	School Day
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS/IS 78Q**, 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 the school and the families. The 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 the school community. **PS/IS 78Q** 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 the school community;

The 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. The

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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS/IS 78</u>	DBN: <u>30Q078</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _

Language Instruction Program:

We propose to offer two supplemental after-school ESL classes to enhance the academic language development of our upper-grade ELLs, along with a Middle School Saturday Academy for 6th and 7th grade students.

After analyzing our student data we identified three sub-groups of students whom we will target with an after-school program:

- 1) 3rd Grade ELLs (and former ELLs)
- 2) 4th Grade ELLs (and former ELLs)
- 3) 5th Grade ELLs (and former ELLs)

We noticed that most of our 3rd grade ELLs did not achieve proficiency on the reading and writing subtests of the 2014 NYSESLAT. Our running records from September 2015 indicate that most of the third grade ELLs have reading levels that fall between I and K based on the Teachers College reading assessments, which is below the grade-level standard. Our data shows that they need additional practice with reading comprehension, making inferences, and using text-based evidence in their writing. We've also identified weakness in math, particularly in the area of solving word problems and offering verbal explanations of how they solved math problems.

Our 4th /5th -grade cohort consists of children who were newcomers last year and thus exempt from the ELA exam, along with children who scored at level 1 on the State exams. All ELLs in 4th grade are at the Beginner or Intermediate levels based on the 2014 NYSESLAT results, and will need intensive academic support in order to meet the 4th-grade Common Core Learning Standards in both ELA and math.

We will also be targeting a cohort of 5th, 6th and 7th grade students with a Middle School Saturday Academy. Last year several of our 6th and 7th grade ELLs were newcomers who were exempt from the ELA exam; they will need extra support to help them prepare for the Common Core ELA exams, which they will be taking for the first time. There are also several ELLs and Former ELLs in the 7th grade who have yet to meet the Common Core standards with a Level 3 or 4 score in ELA and Math.

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ELL After-School Academies

-

We propose two concurrent groupings of ELLs and proficient former ELLs, meeting Wednesdays and Thursdays, from 2:30 until 4:00. Each group will be team-taught by a licensed common-branch teacher and a licensed ESL teacher, using appropriate ESL methodologies to enhance comprehension. During each 90-minute session, the licensed ESL teacher will teach a 45-minute literacy block, along with a 45-minute math block led by the common branch teacher. With the two classes scheduled in adjacent rooms, the licensed ESL teacher will spend half of the instructional period in each of the two rooms. A Supervisor is needed because there is no other program.

-

1 0 Weeks/ 20 students

-

ELL Saturday Academy

Part B: Direct Instruction Supplemental Program Information

- Our Saturday Academy will be take place on four consecutive Saturdays, March 7-28, 2015 from 9:00 am to 11:00 am . We will have two groups of students, with each group team-taught by a licensed common-branch teacher and a licensed ESL teacher, using appropriate ESL methodologies to enhance comprehension. During each two-hour session, the licensed ESL teacher will teach a one-hour literacy block, along with a one-hour math block led by the common branch teacher. With the two classes scheduled in adjacent rooms, the licensed ESL teacher will spend half of the instructional period in each of the two rooms. A Supervisor is needed because there is no other program.

- 4 weeks/ 16 students

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _

- Professional Development Program –

- The teachers in our Title III After-School program will need strategies to support the math and literacy learning of their ELL students as they prepare for the rigorous Common Core assessments in the spring.

- We will offer monthly professional development sessions for the staff of our Title III-funded after-school program. During these sessions our licensed ESL teacher will train the teachers with common branch licenses in specific ESL methodologies which will support the learning needs of the ELLs in their after-school programs; teachers with common branch licenses will share instructional techniques to support the literacy and math development of our participating children. We will use the following online resources offered through ARIS Learn, the NYCDOE Office of English Language Learners, and the OELL's Partnership with Understanding Language at Stanford University.

- What is Scaffolding? http://schools.nyc.gov/NR/rdonlyres/A7CBC9AC-6BD7-4886-998C-788A65ABBCB6/0/WalquiandStromBrief_April2014_OELL.pdf

- Disciplinary Literacy for ELLs http://schools.nyc.gov/NR/rdonlyres/8BD5F6FB-01FC-4AFC-B796-F7BD1FF942A3/0/MichaelKiefferBrief_April2014_OELL.pdf

- ARIS Learn: #544 Cognitively Engaging Students through Differentiation

- Key Principles for ELL

Instruction http://ell.stanford.edu/sites/default/files/Key%20Principles%20for%20ELL%20Instruction%20with%20references_0.pdf

- Principles of Math Instruction for

ELLs http://ell.stanford.edu/sites/default/files/math_learnmore_files/2.Principles%20for%20Math%20Instruction%2008-14-13.pdf

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

- Parent Involvement:

- At PTA meetings and SLT committee meetings, parents of our ELLs have expressed an interest in learning more about how they can support their children’s language and literacy development at home.

- We will offer a series of three parent workshops, targeting parents of ELLs and former ELLs, separated into two different levels (K-2 and 3-5). Workshop topics will include study skills, homework help, behavior management, digital media consumption, etc.

- All invitations/notifications will be sent out in the parents’ preferred language and translation services will be available during the workshops.

- The workshops will meet for one hour during three consecutive weeks, exact dates TB D .

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$9364.36</u>	<u>Teachers:</u> <u>After-School:</u> <u>10 weeks</u> <u>3 teachers</u> <u>3 hours/week</u> <u>\$50.41/ hour</u> <u>\$4536.90</u> <u>Supervisory:</u> <u>10 weeks</u> <u>1 supervisor</u> <u>3 hours per week</u> <u>X \$52.75/hour</u> <u>= \$1582.50</u> <u>Saturday Academy:</u> <u>4 weeks</u> <u>3 teachers</u> <u>2 hours per week</u>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>x \$50.41/ hour</u> <u>= \$1,209.84 for teachers</u> <u>Supervisory:</u> <u>4 weeks</u> <u>1 supervisor</u> <u>2 hours per week</u> <u>X \$52.75/hour</u> <u>= \$422.00</u> <u>Parent Involvement:</u> <u>ECC: _____</u> <u>2 teachers</u> <u>3 sessions</u> <u>1 hour per session</u> <u>6 hours x \$50.41/ hour</u> <u>= \$302.46</u> <u>MS:</u> <u>2 teachers</u> <u>3 sessions</u> <u>1 hour per session</u> <u>6 hours x \$50.41/ hour</u> <u>\$302.46</u> <u>Professional Development:</u> <u>1 one-hour PD meeting per month</u> <u>5 months</u> <u>4 participants</u> <u>\$50.41/hour</u> <u>= \$1008.20</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>_____</u>	<u>_____</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$1835.64</u>	<u>Materials for after school program and Saturday Academy and Parent Workshops.</u>
Educational Software (Object Code 199)	<u>_____</u>	<u>_____</u>
Travel	<u>_____</u>	<u>_____</u>
Other	<u>_____</u>	<u>_____</u>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	<u>\$11, 200</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 30	Borough Queens	School Number 078
School Name PS/IS 78Q		

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 ENL teacher, and one parent.

Principal Louis Pavone	Assistant Principal Deana Rombone
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Andrew Parker	School Counselor
Teacher/Subject Area Victoria Mulligan/ Science	Parent Raquel Salas
Teacher/Subject Area	Parent Coordinator Raquel Salas
Related-Service Provider Jessica Morgan	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	548	Total number of ELLs	34	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	---

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	4
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	1

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	27		1	6	0	2	1		1	0
Total	0	0	0	0	0	0	0	0	0	0

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

**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		
	ELL	EP	ELL	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	0

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	4	1	2	1	2	2						0
Chinese				1	1									0
Russian		1	1											0
Bengali				1		1								0
Urdu					1									0
Arabic														0
Haitian														0
French	1			1			1							0
Korean	1													0
Punjabi														0
Polish		1												0
Albanian														0
Other	3	1	1	2										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)	1	1												0
Transitioning (High Intermediate)		1	1											0
Expanding (Advanced)	2		5	3	4	1								0
Commanding (Proficient)	2	4		3		1	3	2						0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0						0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	2	4	1	4	0	1	5	2						0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	3			0
4	4				0
5			1		0
6	1	2			0
7		3			0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2		2				2		0
4			3		1				0
5	1				1				0
6			2		1				0
7			1		1				0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1		3				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 June 2015 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.

We also use the NYS MOSL Performance Tasks, which give us useful, skill-specific information about student strengths and weaknesses which we can use to differentiate instruction and target interventions.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

A review of the 2015 NYSESLAT results revealed that our students are progressing quickly to the advanced/expanding level, and that some students have stayed at the advanced level for several years before demonstrating full proficiency. This past year all of our 6th and 7th grade ELLs achieved full proficiency (Commanding level), but none of our 2nd graders did.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We find the AMAO tool to be useful in identifying general trends of ELL performance and also to identify specific students who are not making progress based on the AMAO guidelines. The 2014-15 NYSED benchmark for AMAO #2 (percentage of students scoring

at the proficient/commanding level was 15%. We far exceeded this target with 15 out of 34 test-takers achieving proficiency (44%). We found it more difficult to calculate our AMAO #1 numbers (students demonstrating progress) due to a lack of alignment in scale scores when we compare the newly-formatted 2015 NYSESLAT with the 2014 version, but we were able to make some observations: In 2015, in addition to the 15 proficient students, 10 out of the 34 test takers improved their performance by at least one level, and 9 students stayed at the same performance level.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Part a: In 2015 all of our ELLs took the State exams in English. We found that our ELLs performed better on the Math exam than the ELA, with 6 out of 17 ELL test-takers achieving at least a level 3 on the Common Core Math exam.

Part b: Our grade 3-7 ELLs took the ELL Periodic Assessments twice during the 2014-15 school year. The school leadership, along with the ENL 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. In general, the periodic assessments 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.

Part c: In our freestanding ENL 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 student's new language development is considered in instructional decisions?

Classroom teachers and content area teachers work together with the ENL teacher to review ELL student performance data (NYSESLAT, NYSITELL, 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 target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

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 are creating 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 ENL 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 ENL teacher then reviews the HLIS forms to determine each child’s home language, interviews each NYSITELL-eligible student to see if testing is appropriate, and administers the NYSITELL 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 NYSITELL 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

As part of the identification process for new ELLs, within the first 30 days of enrollment, we use the SIFE Oral Interview Questionnaire, the Literacy Evaluation for Newcomer SIFE, and student assessment data such as end-of-chapter math tests to identify ELLs who have attended schools in the United States for less than twelve months and who are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The school’s LPT team meets with the parent of newly enrolled students with IEPs to decide whether or not the child should take the NYSITELL. Our LPT team consists of the the Assistant Principal, the ENL Teacher, the Special Education Coordinator, and the child’s parent. The LPT reviews assessment data and student work in English and in the child’s home language, discusses the child’s language use/preference with the parent (using an interpreter if necessary), and analyses any other relevant information to determine whether or not a child’s performance may be impacted by second language acquisition needs. If the LPT decides that the child may have second language acquisition needs, the child will take the NYSITELL. If the LPT recommends that the child NOT take the NYSITELL, the team forwards its recommendation to the Principal, who then makes the final determination (within the first 20 days of enrollment) of whether or not the child should take the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL Teacher, using data supplied by ATS, creates a spreadsheet to keep track of each child’s compliance documentation requirements, including NYSITELL test dates, dates that notification letters are sent home, the language of the documents, and responses received. The Assistant Principal follows up with the ENL teacher to ensure that the letters are sent out within the first 5 days of the school year.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

With the entitlement or non-entitlement parent letters, and during the initial ELL Orientation meeting, the parents of ELLs are informed of their rights to request a re-identification of their child’s ELL status within 45 days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The ENL 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 ENL) 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 ENL 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 ENL teacher privately to view the video and discuss their options before making their program selection. If any child's Program Selection forms is not returned, the child is placed by default in our Freestanding ENL program. 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ENL teacher generates a list of newly eligible ELL students and creates a spreadsheet to monitor the distribution of entitlement letters (sent in the parents' preferred languages) 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 ENL 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 ENL Teacher's office, with copies kept in each child's cumulative folder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL Teacher, using data supplied by ATS, creates a spreadsheet to keep track of each child's compliance documentation requirements, along with dates sent, language of document, and responses received. The ENL teacher and Assistant Principal monitor and update the spreadsheet daily to keep track of parent responses.
9. Describe how your school ensures that placement parent notification letters are distributed. The ENL Teacher, using data supplied by ATS, creates a spreadsheet to keep track of each child's compliance documentation requirements, along with dates sent, language of document, and responses received.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of all completed Parent Survey and Program Selection forms, HLIS forms, and parent notification letters are stored in a locked file cabinet in the ENL Teacher's office, with the originals kept in each child's cumulative folder.
11. 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 ENL Teacher and Assessment Coordinator run the RLER report on ATS to determine NYSESLAT eligibility and then create a NYSESLAT administration schedule/spreadsheet which the Assessment Coordinator uses as an ongoing checklist 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL Teacher, using data supplied by ATS, creates a spreadsheet to keep track of each child's compliance documentation requirements, including NYSITELL test dates, dates that notification letters are sent home, the language of the documents, and responses received.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

PS/IS 78 serves its diverse English Language Learner (ELL) population with a K-8 Freestanding ENL 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 30 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.

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

Our freestanding ENL program consists of standalone ENL instruction for Entering and Emerging students and integrated ENL instruction for more advanced ELLs. Our standalone instruction is offered in a small-group, in-class setting, usually during the students' independent reading time. Our integrated ENL instruction is delivered through a push-in model, with the ENL 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.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In our freestanding ENL program, entering and emerging students receive 180 minutes of standalone ENL instruction each week along with 180 minutes of integrated ENL. Transitioning and expanding students receive 180 minutes of integrated ENL instruction per week, and former ELLs receive 90 minutes of integrated ENL support during the first two years that follow their achieving the commanding level on the NYSESLAT.
3. Describe how core content is delivered in each program model. 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 ENL support during literacy periods and other content areas (science, social studies and math), the ENL 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 ENL 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 home languages throughout the year?

Because our Freestanding ENL 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 NYSITELL, 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 ENL 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

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 a half unit of ENL support along with test accommodations for two years after they reach proficiency. The ENL 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months after establishing the re-identification, the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with the classroom teacher, the parent/guardian, and the student. If the principal feels that the student has been adversely affected by the determination, he ensures that the school provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he consults with the superintendent or his designee. Final decision notification is provided in writing to the parent, guardian, and student in the parent's preferred language within 10 school calendar days.

8. 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 ENL 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 2015-16 school year we are implementing 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

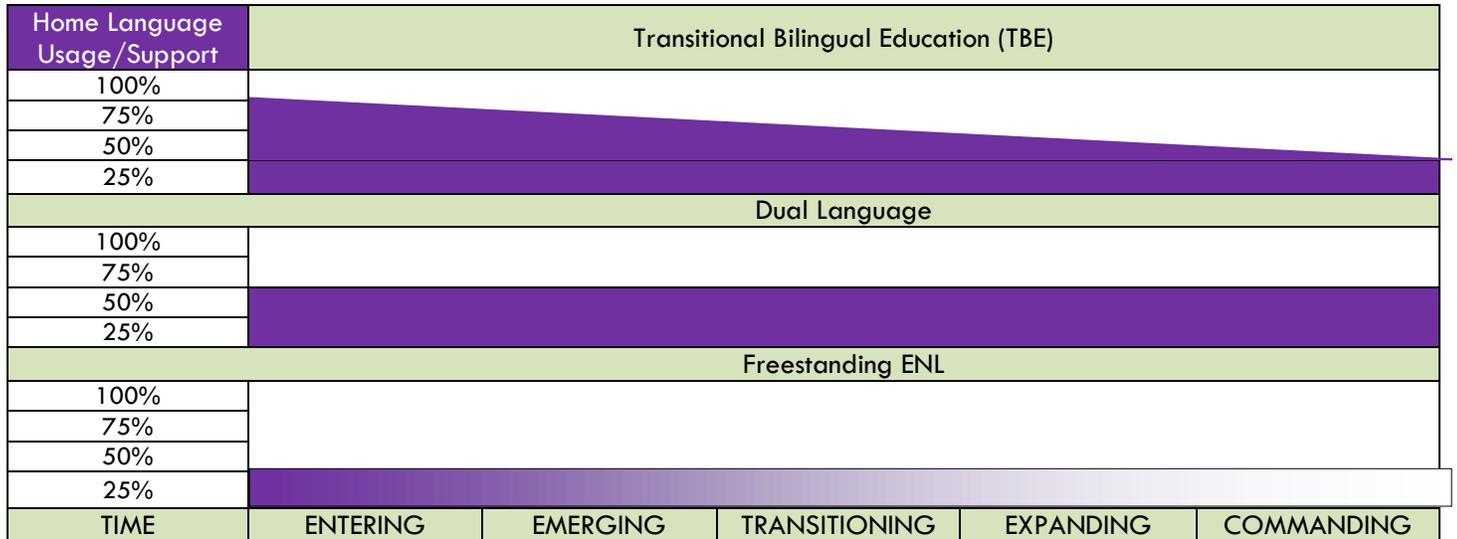


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 from their classroom teachers and academic intervention staff. 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.
11. 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.
12. What new programs or improvements will be considered for the upcoming school year?

As we complete the expansion of our middle school (adding grade 8 in 2015-16) we will be adding additional programming including sports and foreign language instruction.
13. What programs/services for ELLs will be discontinued and why?

We have ended our partnership with the Virtual Y after-school program and are now offering after-school activities to all students through the Serious Fun program.
14. 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 Title III-funded after-school academies for ELLs and former-ELLs in grades 3-8 and our Saturday Academic Support Academies.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 ENL 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 ENL 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. All students, including ELLs, in grades 6 through 8 are provided with their own personal iPad/Mini computer tablets to facilitate reading, writing, and research.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

While the goal of our freestanding ENL 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.
17. Explain how the school ensures all required services/resources support and 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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.

19. What language electives are offered to ELLs?

Middle-school ELLs and their English-proficient peers are offered Spanish language classes.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
During the 2015-16 school year our professional development focus has been on supporting teachers of ELLs with the information and strategies they need to support ELLs as they engage in the Common Core Learning Standards. As we plan our PD activities, we take care to include all staff who are working on the behalf of ELLs at our school, including all common branch teachers, the Assistant Principal, paraprofessionals, SBST staff, related service providers, school secretaries and the parent coordinator. We are encouraging all staff who work with ELLs to take advantage of the After School Professional Development Program (ASPDP), which is offering courses such as: "Content-based Instructional Strategies for ELLs," "Common Core State Standards for English Language Learners," and "Improving English Language Learner Instruction through the Use of Technology." Additionally we have the opportunity to use Chancellor's Conference Days on November 3rd and June 9th to send teachers of ELLs to conferences and symposia sponsored by the Office of English Language Learners.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Using the school-based option to devote every Monday afternoon to professional development, we are able to offer all professional staff who work with ELLs the opportunity to receive ongoing professional development support, with a focus on supporting teachers in delivering Common Core-aligned instruction, via webinars and other online learning opportunities through Pearson's Teachability website, the Go Math! teacher portal, EngageNY, and Stanford University's Understanding Language program. Recent PD sessions include: "Best Practices in ENL Instruction," "ELLs and the Common Core," and "Scaffolding the Common Core for ELLs and SWDs."
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our Assistant Principal asks teachers to regular submit documentation of their participation in ELL-specific professional development, keeping the information in a binder in order to ensure that all teachers are meeting the minimum requirement.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Taking advantage of our dedicated Parent Outreach time after school on Tuesdays, the ENL teacher meets with each parent at least once a year to discuss their child's progress and address any questions or concerns. Translation and interpretation support is available if needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

The ENL teacher creates a spreadsheet including the names of each ELL and the dates of the parent meetings to ensure that each family is accommodated. Parents who prefer to communicate in a language other than English are offered interpretation services, either through in-house staff, contracted interpreters, or over-the-phone interpretation service provided by the Translation and Interpretation Unit.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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 Parent Coordinator, 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 ENL 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 Parent Coordinator 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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.
5. How do you evaluate the needs of the parents?

In September of each year, during Open School week, our Parent Coordinator asks parents for input on the topics or subject areas with which they would most like additional support. We take advantage of the interpreter services that are on hand for parent meetings to reach out to non-English-speaking parents. We use this feedback as we plan workshops to meet the needs that the parents have expressed.

6. How do your parental involvement activities address the needs of the parents?

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. Our Parent Coordinator and pedagogical staff presented parent workshops during the fall and spring to help address these needs, with interpreters provided as needed.

D. Additional Information

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

School Name: **PS/IS 78**

School DBN: **30Q078**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Louis Pavone	Principal		10/30/15
Deana Rombone	Assistant Principal		10/30/15
Raquel Salas	Parent Coordinator		10/30/15
Andrew Parker	ENL/Bilingual Teacher		10/30/15
Raquel Salas	Parent		10/30/15
Victoria Mulligan, Science	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		
	Coach		
	Coach		
Jessica Morgan	School Counselor		10/30/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q078** School Name: **PS/IS 78Q**
Superintendent: **Dr. Composto**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

At the beginning of the school year we determined all of our parents' preferred languages by viewing the RAPL report on ATS, along with the parents' responses to the preferred language questions on the HLIS and their responses to the preferred language prompt on the emergency contact information cards.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish: both oral and written
Bengali: oral and written
Chinese: oral and written

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Welcome letter, September.

Recess Notifications, Ongoing

Parent-Teacher Conference letters: September, November, March, and May

Test workshops, March

Field Trip Notification/Consent, as needed.

Report cards, throughout the year

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-teacher conferences: September, November, March, and May

ELL parent conferences: ongoing

Test workshops: March

Informal parent meetings with teachers: as needed

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

At the beginning of the school year we conduct a survey of school staff and compile a list of pedagogues with the ability to speak and/or write in languages other than English. We use these in-house staff resources, when possible, to translate notification letters and other important documents. We also have created a calendar of school translation needs so that we can be sure to submit translation requests in a timely manner. We have found the files of translated documents and templates on the Translation and Interpretation Unit's Intranet page to be helpful as well.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We use in-house staff resources, when possible, to provide oral interpretation support to parents. When it is not possible to use our own staff for oral interpretation, we will contact the Translation and Interpretation unit to schedule a visit from an oral interpreter or use the phone interpreter services.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During one of our afternoon professional development sessions, the LAC speaks to all staff, informing them of the translation/interpretation resources that are available, explaining policies, and distributing materials, including the "I Speak . . ." card with the phone number for over-the-phone translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Prior to the first day of classes, the school's LAC and Assistant Principal post the required notifications in a prominent location at the main entrance of each school building, along with the Language ID Guides at the security desks and the main offices in both of our buildings.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We carefully monitor the results of the School Survey to ensure that parents are satisfied with their ability to communicate with school staff in their preferred languages.