



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE WILLIAM HALLETT SCHOOL
THE MAGNET SCHOOL FOR HEALTH AND WELLNESS

DBN (DISTRICT/ BOROUGH/ NUMBER): **30Q076**

PRINCIPAL: **MARY CAROLE SCHAFENBERG** EMAIL:30Q076@SCHOOLS.NYC.GOV

SUPERINTENDENT: **DR. PHIL COMPOSTO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mary Carole Schafenberg	*Principal or Designee	
JoAnne Kase	*UFT Chapter Leader or Designee	
Tracey Morse-Garcia	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Karen Olszewski	Member/Chairperson General Ed PK - 2	
Joyce Davi	Member/General Ed 3-5	
Demetra Kalaitzidis	Member/Special Ed K-5	
Kim Alvarez	Member/Parent	
Rita Rodgers	Member/Parent	
Xenia Fana-Rosario	Member/Parent	
Melissa Orlando	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, English Language Learners and Students With Disabilities student groups will demonstrate at least 1 level progress towards achieving state standards as measured by a 5% increase in those subgroups on the NYS ELA assessment.

Comprehensive needs assessment:

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

After conducting a 3 year trend analysis of student performance on the NYS ELA assessment, it was determined that the ELLs and SWDs student groups were not making adequate progress. As a result of this analysis it was decided that these 2 subgroups would be a priority for this school year.

Instructional strategies/activities:

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

ACTIVITIES:

- Curriculum mapping of grade specific reading and writing units with monthly skills to be taught continues to be implemented.
- Newly formed Homework subcommittee to create assignments with a focus on informational text and vocabulary.
- Literacy subcommittee will continue to analyze the trends in reading and writing student performance and offer strategies to meet the needs of the students.
- Inquiry Team meetings will be held weekly to examine school wide data.
- Monthly grade conferences will be held for lesson planning and sharing “best practices”.
- New computer software will help students improve fluency, vocabulary development and reading comprehension.
- New Magnet theme (Health and Wellness) curriculum will be incorporated into the reading and writing units of study.
- Saturday Academy for grades K-5 will focus on the needs of the students to prepare them for the NYS ELA assessment.

- Magnet theme afterschool will assist students with higher order questioning skills while incorporating health and wellness.
- Morning yoga classes are helping students better prepare and focus for the school day.
- Exercise breaks occur during the school day.
- Creative movement residencies, such as LEAP and ballroom dancing, will enhance the curriculum areas.
- Magnet Values teacher will work with students on character building activities such as self-esteem and anti bullying.
- Writing to Read computer lab will continue to provide enrichment for the K/1 students in ELA skills.

PROFESSIONAL DEVELOPMENT:

- Intensify PD in differentiating instructional strategies.
- Common Core Standards will be aligned to Reading and Writing curriculum.
- Lesson planning template has been created and reviewed by teachers to reflect the Common Core Standards and the Understanding by Design method.
- Grading rubrics will be created for student writing pieces.
- More emphasis will be placed on early grade ELA curriculum with a focus on fluency and informational text.
- Magnet Coordinator will work with teachers on how to incorporate the magnet theme into all subject areas.

STAFF/ RESOURCES:

- Classroom teachers, ESL teachers, Special Education teachers, Homework committee members, Literacy committee members, Magnet theme committee members, SLT, PTA, Data Specialist, PD provider (external), Assistant Principals, Magnet Coordinator, Magnet Values teacher

DECISION MAKING:

- Grade level meetings to review student data from interim assessments.
- Teacher created vocabulary assessments.
- Teachers determined use of interim benchmarks for assessments (E-CLAS, Unit Vocabulary tests, Reading Indicator tests, Performance Series).
- Teachers will create grade specific writing rubrics for student work.
- Inquiry meetings held weekly.
- Teachers share differentiation strategies.

IMPLEMENTATION TIMELINE:

- September 2011 through June 2012

Strategies to increase parental involvement :

- The parents will be provided with ARIS training.
- Parent workshops will be conducted during the year (ESL, Statewide test prep, Cook Shop, Healthy Eating)
- Monthly PTA meetings are held.
- Meet the Teacher is held in September.

- Magnet Open Houses for parents to view the components of the Health and Wellness curriculum are held.
- Parent Handbook is distributed every September.
- Title I parent meeting offers parents the opportunity to present their ideas for schoolwide improvement.
- Parent Teacher Conferences are held in the fall and spring.
- Family Fitness Nights allow parents opportunities to participate in exercise programs linked to the Magnet theme.
- School messenger updates parents weekly about school notices and events.
- Monthly school newsletter is sent home to parents.
- Parents are encouraged to join the SLT subcommittees.

Strategies for attracting Highly Qualified Teachers (HQT):

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

- The personnel secretary will work with the Network HR to ensure that non-HQT meet all required documentation and assessment.
- Mentors are assigned to support teachers.
- Administrative staff regularly reviews resumes to identify and recruit highly-qualified teachers.

Service and program coordination:

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

- The school was chosen to receive a 3 year federally funded magnet school grant which is enhancing our present curriculum.
- The CBO (ERDA) is working with our students on increasing student awareness of future career choices.
- Cook Shop is working with students, teachers and parents on eating healthy programs.

Budget and resources alignment:

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds to implement this action plan from September 2011 to June 2012

- 2 ESL teachers Tax Levy Fair Student Funding
- Professional Development Title I SWP
- Translation services Title I Translation Services
- Saturday LEP student tutorials Title III LEP
- Data Specialist ARRA RTTT
- Improved Parent Involvement Title I SWP
- Improved Teacher Quality Title I SWP
- Magnet School for Health and Wellness program - Coordinator Magnet Federal Funding
- Magnet School for Health and Wellness program - Values Teacher Magnet Federal Funding
- Magnet School for Health and Wellness program – After school, residencies, supplies Magnet Federal Funding
- Writing to Read Computer Lab Title I SWP

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, English Language Learners and Students With Disabilities student groups will demonstrate at least 1 level progress towards achieving state standards as measured by a 5% increase in those subgroups on the NYS Math assessment.

Comprehensive needs assessment:

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

After conducting a 3 year trend analysis of student performance on the NYS Math assessment, it was determined that the ELLs and SWDs student groups were not making adequate progress. As a result of this analysis it was decided that these 2 subgroups would be a priority for this school year.

Instructional strategies/activities:

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

ACTIVITIES:

- **Grade specific math pacing calendars with monthly skills to be taught continues to be updated to reflect Magnet theme.**
- **Newly formed Homework subcommittee to create assignments with a focus on solving math word problems.**
- **Numeracy subcommittee will continue to analyze the trends in math student performance and offer strategies to meet the needs all of the students.**
- **Inquiry Team meetings will be held weekly to examine school wide data.**
- **Monthly grade conferences will be held for lesson planning and sharing “best practices”.**
- **New computer software will help students improve math skills.**
- **New Magnet theme (Health and Wellness) curriculum will enhance the Everyday Math units of study.**
- **Saturday Academy for grades K-5 will focus on the needs of the students to prepare them for the NYS Math assessment.**
- **Magnet theme afterschool will assist students with problem solving techniques while incorporating health and wellness.**
- **Increased use of math manipulatives by students.**
- **Teachers will continue to incorporate the use of visuals.**
- **Morning yoga classes are helping students to better prepare and focus for the school day.**

- Exercise breaks occur during the school day.
- Creative movement residencies, such as LEAP and ballroom dancing, will enhance the curriculum areas.
- Magnet Values teacher will work with students on character building activities such as self-esteem and anti bullying.

PROFESSIONAL DEVELOPMENT:

- Intensify PD in differentiating instructional strategies.
- Common Core Standards will be aligned to Everyday Math curriculum.
- Lesson planning template has been created and reviewed by teachers to reflect the Common Core Standards and the Understanding by Design method.
- Magnet Coordinator will work with teachers on how to incorporate the magnet theme into all subject areas.

STAFF/ RESOURCES:

- Classroom teachers, ESL teachers, Special Education teachers, Homework committee members, Numeracy committee members, Magnet theme committee members, SLT, PTA, Data Specialist, PD provider (external), Assistant Principals, Magnet Coordinator, Magnet Values teacher

DECISION MAKING:

- Grade level meetings to review student data from interim assessments.
- Teachers determined use of interim benchmarks for assessments (Performance Series, Predictive assessments, Everyday Math unit tests).
- Teachers will create grade specific rubrics for student work.
- Inquiry meetings held weekly.
- Teachers share differentiation strategies.

IMPLEMENTATION TIMELINE:

- September 2011 through June 2012

Strategies to increase parental involvement :

- The parents will be provided with ARIS training.
- Parent workshops will be conducted during the year (ESL, Statewide test prep, Cook Shop, Healthy Eating)
- Monthly PTA meetings are held.
- Meet the Teacher is held in September.
- Magnet Open Houses for parents to view the components of the Health and Wellness curriculum are held.
- Parent Handbook is distributed every September.
- Title I parent meeting offers parents the opportunity to present their ideas for schoolwide improvement.
- Parent Teacher Conferences are held in the fall and spring.

- **Family Math Game Night is held for parents, students and staff.**
- **School messenger updates parents weekly about school notices and events.**
- **Monthly school newsletter is sent home to parents.**
- **Parents are encouraged to join the SLT subcommittees.**

Strategies for attracting Highly Qualified Teachers (HQT):

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- **The personnel secretary will work with the Network HR to ensure that non-HQT meet all required documentation and assessment.**
- **Mentors are assigned to support teachers.**
- **Administrative staff regularly reviews resumes to identify and recruit highly-qualified teachers.**

Service and program coordination:

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **The school was chosen to receive a 3 year federally funded magnet school grant which is enhancing our present curriculum.**
- **The CBO (ERDA) is working with our students on increasing student awareness of future career choices.**
- **Cook Shop is working with students, teachers and parents on healthy eating programs.**

Budget and resources alignment:

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **2 ESL teachers Tax Levy Fair Student Funding**
- **Professional Development Title I SWP**
- **Translation services Title I Translation Services**
- **Saturday LEP student tutorials Title III LEP**
- **Data Specialist ARRA RTTT**
- **Improved Parent Involvement Title I SWP**
- **Improved Teacher Quality Title I SWP**
- **Magnet School for Health and Wellness program Coordinator Magnet Federal Funding**
- **Magnet School for Health and Wellness program Values Teacher Magnet Federal Funding**
- **Magnet School for Health and Wellness program After school, residencies, supplies Magnet Federal Funding**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, the number of students having more than 10 days absent will decrease by another 10% as reflected on the yearly Progress Report.

Comprehensive needs assessment

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

After reviewing the attendance data as reflected on the yearly Progress Report, it was determined that we need to continue to focus on improving our Attendance Rate so as to come closer to our peer group.

Instructional strategies/activities

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

ACTIVITIES:

- The Pupil Secretary will continue tracking the students' weekly attendance.
- Attendance teacher makes home visits.
- The Parent Coordinator will make phone calls to the students' homes.
- Parent letters are sent to students with excessive absences or latenesses.
- Monthly attendance reports will be reviewed by the SLT Attendance subcommittee.
- The SLT Attendance subcommittee will continue to analyze the data, examine the trends and work on strategies to improve the attendance rate.
- Monthly awards and incentives for perfect attendance will continue to be given to the students.
- Classes with the highest monthly attendance rate are announced to the school community and reported in the school newsletter.
- A bulletin board in the lobby is created to celebrate this achievement.
- The importance of good attendance will be discussed at monthly PTA meetings.
- A midyear trip for students with perfect attendance is planned.
- A yearend Perfect Attendance Barbecue is held for students.

STAFF/ RESOURCES:

- Classroom teachers, Parent Coordinator, Pupil Secretary, SLT,PTA, Attendance committee, Attendance teacher

IMPLEMENTATION TIMELINE:

- **September 2011 through June 2012**

Strategies to increase parental involvement :

- **Attendance data is reported to the parents through the school newsletter and at monthly PTA meetings.**
- **Parents are encouraged to attend monthly Attendance subcommittee meetings.**
- **Parents can track their child's attendance on ARIS.**

Strategies for attracting Highly Qualified Teachers (HQT):

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
- **The personnel secretary will work with the Network HR to ensure that non-HQT meet all required documentation and assessment.**
- **Mentors are assigned to support teachers.**
- **Administrative staff regularly reviews resumes to identify and recruit highly-qualified teachers.**

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**
- **The school was chosen to receive a 3 year federally funded magnet school grant which is enhancing our present curriculum with a focus on health and wellness.**
- **The CBO (ERDA) is working with our students on increasing student awareness of future career choices.**

Budget and resources alignment

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**
- **Attendance teacher AIDP Attendance teacher**
- **Awards and incentives Title I SWP**
- **Pupil secretary Tax Levy Fair Student Funding**
- **Parent Coordinator Tax Levy Parent Coordinator**

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	28	28	N/A	N/A	0	0	0	2
1	46	46	N/A	N/A	0	0	0	3
2	47	47	N/A	N/A	0	0	0	2
3	50	46	N/A	N/A	1	0	0	2
4	59	50	0	0	2	0	0	1
5	39	20	18	0	4	0	0	3
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Provide small group instruction – Wilson Programs and differentiated instruction to meet the needs of the students. During the school day – 1 period / 4 times per week – grades K– 5 Extended Day – Monday to Wednesday 37 ½ minutes each day – grades 1 -5 in small groups Magnet After school program February through April – 3 days a week for grades 3-5 in small groups Saturday tutorials January through April for grades K-5 in small groups</p>
Mathematics	<p>Provide small group instruction with the use of Everyday Math, hands – on and center activities to meet the individual needs of the students. During the school day – 1 period / 4 times per week – grades K -5 Extended Day – Monday to Thursday 37 ½ minutes each day – grades 1 – 5 in small groups Magnet After school program February through April – 3 days a week for grades 3-5 in small groups Saturday tutorials January through April for grades K-5 in small groups</p>
Science	<p>Classroom teachers will provide remedial instruction in science by reading expository text. During school day – 1 period / 3 times a week to grade 5 students. Also to grade 4 as needed.</p>
Social Studies	<p>Classroom teachers will provide remedial instruction in social studies by reading expository text. During school day – 1 period / 3 times a week to grade 4 and 5 students as needed.</p>
At-risk Services provided by the Guidance Counselor	<p>Students in need of counseling can attend small group sessions or one-on-one sessions during the school day as needed. Magnet Values teacher will provide character building and anti bullying lessons to students.</p>
At-risk Services provided by the School Psychologist	<p>Students in need of counseling can attend small group sessions or one-on-one sessions during the school day as needed.</p>
At-risk Services provided by the Social Worker	<p>Students in need of counseling can attend small group sessions or one-on-one sessions. Parent/Teacher consultations and crisis intervention are provided as needed. During the school day counseling is provided as needed.</p>
At-risk Health-related Services	<p>Students with health related issues that might impact their academic progress are tracked and provided with support as needed. The Magnet program will provide students, parents and teachers with information on healthy living habits. The school nurse will continue to assist parents with addressing their child’s health needs.</p>

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

SCHOOL – PARENT INVOLVEMENT POLICY

The PS 76 William Hallett School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
2. Involve parents in the joint development of any school wide program, in an organized, ongoing and timely way.
3. Hold an annual meeting to inform parents of the school's participation in the Title I, Part A programs and to explain the Title I, Part A requirements, and the rights of parents to be involved in Title I, Part A programs. The school will conduct the meeting as part of their monthly PTA scheduled meeting. This will be at a convenient time so that as many parents as possible will be able to attend. The school will send home a notice to invite all parents of children participating in Title I, Part A programs to attend.
4. Provide information to parents of participating students, in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math and English language arts.
8. Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

SCHOOL – PARENT COMPACT

The William Hallet School, PS 76Q and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during the 2011 – 2012 school year.

Required School-Parent Compact Provisions

School Responsibilities

PS76Q will:

1. **Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

PS 76 will hire the most qualified teachers available in each license area.

PS 76 will support their teachers with effective professional development.

PS76 will foster open communication with all parents re: the progress of their children.

2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
Specifically, those conferences will be held in November and March and on an individual basis when needed.
3. **Provide parents with frequent reports on their children's progress**
Specifically, the school will provide reports as follows:
Reports are sent home via report cards, progress reports, individual daily reports as well as letters from the Chancellor.
4. **Provide parents reasonable access to staff.**
Specifically, staff will be available for consultation with parents as follows:
All parents are free to meet with any teacher before/after school, and on the teacher's preparation period during the school day.
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, is as follows:**
Parents may go for training and become a "Learning Leader".
Parents are urged to become a "class partner" that can assist when needed (e.g. celebrations / performances), escort classes on trips and by appointment can observe the class.
Parents are encouraged to join and support the PTA.
Parents are encouraged to attend monthly SLT subcommittee meetings.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance*
- *Making sure that homework is completed*
- *Participating, as appropriate, in decisions relating to my children's education*
- *Promoting positive use of my child's extracurricular time*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, The*

District wide Policy Advisory Council, the State's Committee of Practitioners, the School Leadership Team or other school advisory or policy groups.

- *Furnishing the school with correct blue emergency contact card information, including address, phone numbers and emergency contact person(s).*
- *Always informing the school when my phone number is changed.*

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to specific grade levels)

We, as students, will share the responsibility to improve our academic achievement so as to meet the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to*
- *Read between 20 and 30 minutes every day outside of the regular school day*
- *Give to my parents or the adult who is responsible for my welfare all notices and information given to me from my school*
- *Follow the PS 76 School Discipline Policy*

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 30Q076 School Name: ___P.S. 76 Q William Hallett_____

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. P.S. 76 was identified for low scores in both subgroups on the ELA. One subgroup was SWD's and the other was ELL population. PS 76 is a "B" rated school which houses 200 students out of 585 with IEP's. Before the test several parents signed their children out of special education, thus forfeiting special testing accommodations which would have assisted the students during testing. Additionally we had several students tested and slated for Special Education whose parents refused to sign. Therefore, they received no additional support during the test as well. Our ELL population test out on the LAB but still require additional practice before taking a sophisticated ELA exam. Understanding of vocabulary and comprehension hinder these students, as well as a home life in which the native language is spoken. There is virtually no parent support as parents do not read or write English.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Interventions planned to support improved achievement in Reading school-wide with emphasis on SWP students and ELL's include the following:
 1. Re institute paraprofessional reading program where Para services students most in need (SWD & ELL) with reading reinforcement of skills in small group Feb. 1-June 30, 2012.
 2. Create monthly calendar of Reading skills to be taught by grade.
 3. Create homework committee to create appropriate skills homework reinforcing skills in comprehending non-fiction & vocabulary.
 4. Intensify PD in differentiating instruction strategies.
 5. Enhance PD sessions to include appropriate lesson planning, teaching reading skills & analyzing data.
 6. Create possible 'streaming' program in Gr. 4 & 5 to focus on the needs of various ability levels.
 7. Possible afterschool magnet program to concentrate on skills reinforcement.
 8. Infuse Magnet theme of Health and Wellness to motivate students to improve performance.
 9. Addressing the Common Core Curriculum, PS 76 will use Bloom's taxonomy of Higher Level thinking questioning to concentrate LA instruction using open ended questions and reading and writing practice of informational text to improve performance on the ELA.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. 10% of Title 1 of Title 1 funds are used for professional development by the Assistant Principal assigned to SWD students. Workshops are given by the Assistant Principal, inter-visitations planned and teacher performance monitored and supervised. The Assistant Principal provides workshops at grade conferences, special education unit meetings, and faculty conferences as well. In addition, a representative from Learning Support Systems has been hired to provide professional development in the classrooms one to one with the teacher of ELL's and SWD's from September 2011- June 2012.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The Teacher-Mentoring program consists of 5 first year teachers & their experienced mentors. Four teachers are special education, licensed, one teacher is a Speech/Language teacher. All 5 have been paired with experienced, tenured teachers in their

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q076 **School Name:** William Hallett

Cluster: 2.02 **Network:** Charles Amundsen

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

Part A: Needs Assessment Findings

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

Based on the Home Language Survey, we are able to determine which languages our non-English parents are in need of in order to understand letters and all other correspondence that is sent home by the school community.

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

We have determined that our school's written translation and oral interpretation needs are Spanish, Bengali, Urdu, Polish, Arabic, and Greek.

Part B: Strategies and Activities

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

Every circular and parent letter that is sent out to our community is translated and printed in other languages to facilitate understanding by the recipient(s). This translation service is performed in house by school staff.

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

We have found that our parent/community is satisfied by the services we provide and that it meets their needs. Any further explanation is provided to parents under our "open" access policy.

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

Our school determines, within 7 days from a student's enrollment, the primary language spoken by the parent and whether the parent requires language assistance in order to effectively communicate with our staff. Our school provides each parent with the required language assistance service necessary to meet their needs.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
 - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: William Hallett	DBN: 30Q076
Cluster Leader: Charles Amundsen	Network Leader: Nancy DiMaggio
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 114
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 7
of content area teachers: 0

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: We provide supplemental services during extended day in reduced class sizes for our low-level ELLs as well as push-in services where needed. In addition, we are planning a Saturday Tutoring Program for the NYSESLAT, which will be taught by 3 certified Bilingual and 4 certified ESL teachers for a total of 7 teachers. Two teachers for kindergarten and one teacher for each grade level from grades 1 to 5. This program will consist of 3 hour-sessions for 4 Saturdays during March and April 2012. For the first time this year, we will be using Empire State NYSESLAT from Continental Press. We have selected Grade 1 and Grade 3 to pilot this new program in order to determine its effectiveness. We will continue to use Getting Ready for NYSESLAT and Beyond of Atanasio and Associates, Inc. for Grades K, 2, 4 and 5 so that we can compare the results of each Test-prep tool. Each class caps at 15 students.

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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 is provided in several ways at P.S. 76. Our teachers are trained on Thursdays during extended day time in a variety of topics. Topics include Questioning Techniques, Reading Skills, Teaching a directed reading lesson, the Danielson framework, Lesson Planning etc. Professional Development is also provided by the administration, 2 Assistant Principals and one Principal assigned to the school. A representative from Literacy Support Services has been hired for 20 days of service. This trainer works with all Special Ed/ESL teachers to provide effective literacy support. Special Ed district trainer Christine Soreghan provides support to all Special Ed and Special Ed Bilingual students and teachers to reinforce literacy skills in preparation for statewide tests. Our rationale is that a well-trained teacher creates a well-performing class.

1. Thursday Workshops meet once per week from September-June for 1 period.

Part C: Professional Development

2. Literacy Support Liaison meets teachers twice a week for 10 weeks, October through January.

3. Supervisors meet with ESL teachers in Grade meetings and faculty conferences, 1 period per month and as needed.

4. Christine Soreghan visits P.S. 76 weekly for 1 full day for the year 2011-2012. All teachers are seen but special attention is given to teachers servicing ELL and Bilingual students.

5. Our Magnet Resource Specialist also provides workshops weekly to the teachers to assist in the implementation of our Magnet Theme of Health and Wellness.

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: We strongly believe that in order for our ELLs to succeed, we need to include our students' parents in the process. For this reason we attempt to provide translation services to all ELL parents. As our largest ELL population is Spanish-speaking, all school communications are sent home in both Spanish and English. Translation of other languages are provided upon request. Translation services are also available at all PTA meetings, Conferences and workshops. Parents of ELLs participate in school activities such as weekly Arts and Crafts, seminars, Cooking classes and entertainment activities. Providers include Cornell University Medical Center, Nutrition and Foodbank for New York, ERDA (The East River Development Alliance) as well as our qualified school staff. We also provide our parents with bi-weekly ESL classes every Tuesday and Friday from 8:00 to 8:50 A.M. Through these classes the parents not only learn English but are able to voice their concerns regarding their children's education and specific individual needs. At the end of the school year, our parents together with our ESL and Bilingual students and teachers organize a Multi-Cultural Event providing food, dancing and social interaction between parents, administration, staff and students. We encourage our ELL parents to

Part D: Parental Engagement Activities

participate in all school activities and try to make them easily accessible.

Part E: Budget

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

Allocation Amount: \$

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 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		