



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

DBN: 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	
Joani Hoosak-Yahav	*UFT Chapter Leader Gen. Ed. PreK - 2	
Annabelle Robinson	*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	Chairperson/ Clusters	
Joyce Davi	Member/Teacher Gen.Ed 3-5	
Demetra Kalaitzidis	Member/Teacher Sp.Ed.	
Kim Alvarez	Member/Parent	
Yesenia Gonzalez	Member/Parent	
Kellie Phelan	Member/Parent	
Erika Rosado	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, 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

After conducting a 4 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.

ACTIVITIES:

- Curriculum mapping of grade specific reading and writing units with monthly skills to be taught will continue to be aligned to the CCLS.
- Homework subcommittee will select grade specific materials that match the CCLS to be used independently by the students.
- Literacy subcommittee will continue to analyze the trends in reading and writing student performance and offer strategies to meet the needs of the students while providing a more rigorous curriculum that matches the CCLS for the specific grade level.
- The Literacy Coach will conduct professional development in the areas of reading and writing lesson planning, assessment, differentiation and questioning skills. Model lessons and resources will be provided as needed.
- Inquiry Team grade level meetings will be held at least twice a month to examine individual student data collected through Fountas & Pinnell assessments, Reading Indicator, Performance Series, and student conference notes.
- Monthly grade conferences will be held for sharing “best practices”, questioning skill techniques, lesson planning and teacher effectiveness while examining and reflecting on a rubric for teacher effectiveness.
- Computer software will help students improve fluency, vocabulary development and reading comprehension.
- Magnet theme (Health and Wellness) curriculum will continue to be incorporated into the reading and writing units of study.
- New NYS ELA test prep materials will be implemented to better match the “rigor” of the updated assessment.
- Saturday tutoring for ELL students will be provided for preparation for the NYSESLAT.
- After school will focus on the needs of the students to prepare them for the NYS ELA assessment as well as providing support for completion of homework.
- Morning yoga classes are helping students better prepare and focus for the school day.
- Exercise breaks occur during the school day.
- Extended Day is provided for all ELLs and SWDs to provide small group instruction.
- 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, questioning skill techniques and in administering the Fountas & Pinnell reading assessments.
- CCLS continue to be aligned to the Reading and Writing curriculum.
- Lesson planning template has been created and is continually reviewed by teachers to reflect the CCLS and the Understanding by Design method.
- Grading rubrics continue to be created for student writing pieces by using the CCLS.
- More emphasis will be placed on higher order questions and informational text.
- Magnet Coordinator will continue to work with teachers on strategies to incorporate the magnet theme into all subject areas.
- New teachers are being supported by the Literacy Coach and by grade level peers.
- Staff members are providing “best practices” PD’s once a month.

STAFF/ RESOURCES:

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

DECISION MAKING:

- Grade level meetings will be held to review student data from interim assessments. (Fountas & Pinnell, Reading Indicator tests, Performance Series)
- Teachers determined use of interim benchmarks for assessments. (Fountas & Pinnell, Reading Indicator tests, Performance Series)
- Teachers will continue to update grade specific writing rubrics for student work according to CCLS.
- Teachers meet weekly on common preps to share case studies using all available student data.
- Teachers share differentiation strategies, questioning skills and unit planning.

IMPLEMENTATION TIMELINE:

- September 2012 through June 2013

Strategies to increase parental involvement

- 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.

- Monthly school newsletter is sent home to parents.
- Grade specific monthly goals for each subject area are sent home to parents.
- Parents are encouraged to join the SLT subcommittees.
- Computer classes will be offered to parents.
- Principal's Meet & Greet sessions for parents are being introduced this year.
- Class parent program is being created.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination :

- 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 students are engaged in activities which expose them to more rigorous nonfiction texts on the topics of nutrition, plants and environmental studies. They formulate opinions and write persuasive essays.
- The CBO (ERDA) is working with our students on increasing student awareness of future career choices. The students learn about different career options and the importance of higher education. Various speakers visit classes and discuss their professions. The students read and write about the presentations.
- Cook Shop is working with students, teachers and parents on eating healthy programs. The students and parents plant, harvest and cook using products that are grown in the PS 76 garden. They write recipes and essays to persuade the community to eat healthier.

Budget and resources alignment:

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 2012 to June 2013

- 2 ESL teachers Tax Levy Fair Student Funding
- Literacy Coach Title I SWP
- Professional Development Title I SWP
- Translation services Title I Translation Services
- Saturday LEP student tutorials Title III LEP
- 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 – residencies, supplies Magnet Federal Funding**
- **After school program Magnet Federal Funding & Tax Levy Hurricane Sandy Register Relief**

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, 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

After conducting a 4 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.

ACTIVITIES:

- Grade specific math pacing calendars with monthly skills to be taught have been updated to reflect Magnet theme.
- Teachers are aligning the Everyday Math curriculum to the CCLS.
- Homework subcommittee and grade level teachers are creating assignments that 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 of all the students.
- Inquiry Team grade level meetings will be held at least twice a month to examine individual student data.
- Monthly grade conferences will be held for sharing “best practices” and unit planning.
- New computer software will help students improve math skills.
- After school will focus on the needs of the students to prepare them for the NYS Math assessment as well as providing support for completion of homework.
- 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 with a more rigorous focus on solving word problems that require written explanations.
- CCLS will be aligned to Everyday Math curriculum.
- Lesson planning template has been created and reviewed by teachers to reflect the CCLS 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 with an alignment to the CCLS.
- Teachers meet weekly on common preps to share case studies using all available student data.
- Teachers share “best practices” and differentiation strategies that will assist students in solving more rigorous word problems.

IMPLEMENTATION TIMELINE:

- September 2012 through June 2013

Strategies to increase parental involvement :

- 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 are held for parents to view the components of the Health and Wellness as related the math curriculum.
- Parent Handbook is distributed every September.
- Family Math Game Night will be held in January.

Budget and resources alignment

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

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

 X Tax Levy X Title I X Title IIA X Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination:

- 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 students learn to problem solve as they plan the layout for the PS 76 garden. They also learn to measure and record their findings. The students learn about the importance of physical activity. They use pedometers to record their activity.
- The CBO (ERDA) is working with our students on increasing student awareness of future career choices. The students learn about personal finances and how to pursue career choices.
- Cook Shop is working with students, teachers and parents on healthy eating programs. The students and parents learn to use measurement to prepare healthy choice meals.

Budget and resources alignment:

- 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
- 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 residencies, supplies Magnet Federal Funding
- After School program Magnet Federal Funding & Hurricane Sandy Register Relief

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, 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

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 align with our peer group.

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 2012 through June 2013

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.

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination :

- 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. Students engage in activities such as yoga and dance during the school day. They readily attend school to fully participate in these programs.
- The CBO (ERDA) is working with our students on increasing student awareness of future career choices. Students are learning about the importance of regular attendance and punctuality as a necessary component to their future career opportunities.
- Cook Shop is working with students, teachers and parents on healthy eating programs. The students and parents are learning that proper eating habits, rest and physical activity will benefit the students' ability to attend, focus and participate regularly in school instruction.

Budget and resources alignment

- 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)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>RTI team will identify the students at risk. Students will be assessed in 6 week intervals. Multiple entry points will be provided. The RTI program will be evaluated for effectiveness. Differentiated instruction using leveled books will be provided.</p> <p>Use of varied graphic organizers to assist with reading comprehension and writing.</p> <p>Resource materials focusing on skills will be used as needed.</p> <p>FUNDATIONS program used to improve decoding skills. Skill practice workbooks used to focus on student weaknesses.</p> <p>Students use new computer software to help improve their skills.</p>	<p>Small group instruction is provided.</p> <p>One to one support is provided as needed for at-risk students.</p> <p>Peer tutoring between upper and lower grade students is provided during Community Service time.</p> <p>Push-in teachers add support as needed.</p> <p>Computer teachers provide assistance to the students as well as providing valuable data to the teachers.</p>	<p>During the school day – 1 period / each day – grades K–5</p> <p>Extended Day – Monday to Wednesday 37 ½ minutes each day – grades 1 -5 in small groups</p> <p>Magnet After school program</p> <p>January through April – 3 days a week for grades 3-5 in small groups</p> <p>Saturday tutorials for ELLs will be provided.</p>

<p>Mathematics</p>	<p>RTI team will identify the students at risk. Students will be assessed in 6 week intervals. Multiple entry points will be provided. The RTI program will be evaluated for effectiveness. Differentiated instruction by Enhancing the use of Everyday Math hands – on and center activities to meet the individual needs of the students. Skill practice workbooks used to focus on student weaknesses. Implementation of word problem of the day to reflect the Common Core Standards. Students use new computer software to help improve their skills.</p>	<p>Small group instruction is provided. One to one support is provided as needed for at-risk students. Peer tutoring between upper and lower grade students is provided during Community Service time. Push-in teachers add support as needed. Computer teachers provide assistance to the students as well as providing valuable data to the teachers.</p>	<p>During the school day – 1 period / each day – grades K– 5 Extended Day – Monday to Wednesday 37 ½ minutes each day – grades 1 -5 in small groups Magnet After school program January through April – 3 days a week for grades 3-5 in small groups Saturday tutorials for ELLs will be provided.</p>
<p>Science</p>	<p>Remedial instruction in science by reading leveled expository text. Differentiated instruction and vocabulary development is used. Magnet themes help to enhance the instruction through more read alouds and written responses.</p>	<p>Small group instruction is provided by classroom teacher. One to one support is provided as needed for at-risk students. Push-in teachers add support as needed.</p>	<p>During school day – 1 period / 3 times a week day – grades K– 5 Extended Day – Monday to Wednesday 37 ½ minutes each day – grades 1 -5 in small groups Magnet After school program January through April – 3 days a week for grades 3-5 in small groups Saturday tutorials for ELLs will be provided.</p>

<p>Social Studies</p>	<p>Remedial instruction in social studies by reading leveled expository text. Differentiated instruction and vocabulary development is used. Magnet themes help to enhance the instruction through more read alouds and written responses.</p>	<p>Small group instruction is provided classroom teacher. One to one support is provided as needed for at-risk students. Push-in teachers add support as needed.</p>	<p>During the school day – 1 period / each day – grades K–5 Extended Day – Monday to Wednesday 37 ½ minutes each day – grades 1 -5 in small groups Magnet After school program January through April – 3 days a week for grades 3-5 in small groups Saturday tutorials for ELLs will be provided.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Magnet Values teacher will provide character building and anti- bullying lessons to students. At-risk students are identified by teachers for counseling sessions.</p>	<p>Small group sessions or one-on-one sessions during the school day as needed. Magnet Values teacher will provide full class and small group instruction.</p>	<p>During the school day as needed. Values lessons once a week.</p>

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- **Administrative staff regularly reviews resumes to identify and recruit highly-qualified teachers.**
- **ATRs are given opportunities in teaching positions that might lead to permanent assignments.**
- **Mentors are assigned to support teachers.**
- **The Literacy Coach provides professional development to help new teachers and ATRs improve their teaching skills.**
- **Grade level meetings are held to promote sharing of “best practices”.**
- **PDs in differentiating instructional strategies, questioning skill techniques and in administering the Fountas & Pinnell reading assessments are provided.**
- **Common Core Standards aligned to the Reading and Writing curriculum is presented at PDs.**
- **Lesson planning template has been created and is continually reviewed by teachers to reflect the Common Core Standards and the Understanding by Design method.**
- **New teachers are given support in classroom management techniques.**
- **Modeling of lessons is provided.**
- **Magnet Coordinator will continue to work with teachers on how to incorporate the magnet theme into all subject areas.**
- **The personnel secretary will work with the Network HR to ensure that non-HQT meet all required documentation and assessment**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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 2012 – 2013 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*

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader	District 30	Borough Queens	School Number 076
School Name William Hallett			

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

Principal Mary Carole Schafenberg	Assistant Principal Lisa Stone/Leonard DiVittorio
Coach type here	Coach type here
ESL Teacher Margarita Mistakidis	Guidance Counselor Charlotte Scharff
Teacher/Subject Area Debra Harkinish Murray/All	Parent Tracy Morse Garcia
Teacher/Subject Area Christina Mullarkey/All	Parent Coordinator Simone Garcia
Related Service Provider Debra Herson	Other type here
Network Leader Nancy DiMaggio	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	3	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	590	Total Number of ELLs	111	ELLs as share of total student population (%)	18.81%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

#1. New admits/transfer students to our building are registered by our Pupil Accounting Secretary and checked in ATS for updated information. Upon registration the parents of new students are interviewed in their home language and a HLIS is completed by a pedagogue. The majority of our parents are Spanish speaking and all of our bilingual and ESL teachers are fluent in this language. For all other languages, we rely on other pedagogues or parents to translate during the interview process. The ESL Coordinator discusses the survey with the parents to determine whether or not the child is to be tested with the LAB-R. If it is so determined that the LAB-R is to be administered, the ESL Coordinator makes sure that it is done within 10 days, scored and that the answer document is returned to the ISC in a timely fashion. If the student fails the LAB-R, the ESL Coordinator speaks to the Assistant Principal in charge of ESL about placing the student in the proper ESL classroom with other ESL students. The students who receive passing scores, are no longer considered ELLs and a non-entitlement letter is sent to their home. The students who do not pass the LABR begin to receive ESL services and an entitlement letter is sent home indicating their score as well as the ESL services provided. The Spanish speaking ELLs are also administered the LABR Spanish. These scores are recorded and used for lesson plans and teaching strategies. Every year we administer the NYSESLAT. We review our list of ELLs against the RLAT report and RNMR report to determine the ELLs who verify the ELLs who did not pass and will be tested again this year. The ESL teachers: Ms. Mistakidis, Ms. Mullarkey and Ms. Harkinish-Murray and the bilingual teachers: Ms. Vergara, Ms. Vela and Ms. Diaz, are responsible for administering the Listening, Speaking, Reading and Writing portions of the NYSESLAT Test. The NYSESLAT Test results from 2011 revealed that 13 students out of the 106 tested passed and are now proficient. The review of the NYSESLAT test results revealed that our students continue to perform better in the Listening/Speaking modalities across grades, with 35% passing this part of the test and 42% achieving the grade of advanced. We have noticed that this is a pattern with our students. Our students continue to have difficulty mastering the Reading/Writing modalities. The percentage of students passing the Reading and Writing component is at 13%, a decrease from 2010, while the advanced scores dropped from 26% to 24%. On further examination of our data, we notice that out of the remaining students who had also taken the NYSESLAT in 2010, 40% stayed the same. The data indicates a need to continue to provide instruction with a greater emphasis on Reading and Writing in our teaching strategies and plans.

#2, 3, 4, 5, & 6.

A letter is sent home each June informing parents of the ESL program available at PS 76. This letter also serves as an invitation to our parents to come to an orientation that describes the three programs for English Language Learners also to take place each June. There is a video presented in their home language. They are given materials in their home language, with the opportunity to ask questions about the different programs available and the three program choices. The orientation focuses on orienting the parents to the school system and explaining the program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements.

The process of ELL testing and selection is completed within the first month of school and parents are informed of the status of their children by either entitlement or non-entitlement letters. At the same time parents are invited to the Orientation held by the ESL teachers, Ms. Mullarkey and Ms. Mistakidis, at which time the video describing the programs available to ELLs in NYC is shown. After the video parents are encouraged to ask questions, to determine the program best suited for their children. Then they complete a

parent survey and program selection form which is available in their native languages. We hold a follow-up orientation for parents who were not able to attend the first meeting. Also, we invite parents to visit us individually in the event both sessions were missed. Parents are made aware of all three programs and are given the option of transferring to another school if the program they request is not offered in our school. The parents are also advised that if enough parents request a Dual Language Program, we must offer it in our school. Up to the present the parents select the Free Standing ESL Program and therefore we do not offer the Dual Language Program.

At the time of registration some parents of Special Education students opt for a TBE Program to ensure a smooth transition from a Spanish speaking to an English speaking environment. To ensure that all parents are sent the appropriate placement as well as entitlement and continued entitlement letters, we address each letter personally to our students and record this list as well as all other procedures and communications in our Title 3 Binder for the appropriate year.

After the orientation, parents return the program selection forms. If the forms are not returned, an appointment is scheduled either early in the morning or after school. Parents are guided in the completion of the selection form.

After reviewing the Parent Survey and Program Selection forms for this year, we note similar trends as in the past years. The program choices are as follows:

Eighteen parents selected the ESL Program as their first choice

No parent selected the TBE as a first choice

One parent selected the Dual Language Program as a first choice

The parent who selected the Dual language program as a first choice, opted for the ESL program so the student could remain in the designated neighborhood school.

* A second Orientation is provided for all parents in September to ensure that all new admits receive this information.

During the school year, we continue to work with the parents to provide the best educational services to their children. We communicate in English as well as Spanish to our families. We provide translation at all PTA meetings, conferences, and workshops. We provide the parents with weekly ESL classes given on Tuesday and Friday mornings for 1 hour. We survey the parents' needs through our Parent Coordinator and ESL Coordinator. We maintain an open door policy for parents to continually help us assess what is working and what other programs we need to explore.

PS 76Q's ESL population is broken down as follows: Kindergarten – 17 Spanish, 2 Bengali, 2 Arabic, 1 Urdu 1 Polish and 1 Other; Grade 1 – 20 Spanish, 1 Arabic and 1 other; Grade 2 – 19 Spanish, 1 Bengali and 1 Other; Grade 3 – 18 Spanish, 2 Arabic and 1 Other; Grade 4 – 13 Spanish, and 3 Other; and Grade 5 – 5 Spanish, and 1 Other . All ELL students are accommodated according to the level of ability – beginner, intermediate or advanced. All students who are newcomers are provided with ESL instruction daily from a certified ESL teacher all day to learn how to express their basic needs in English and to learn the alphabet and basic vocabulary.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) 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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	1	0	0	0	0	0								1
Push-In	1	1	1	1	1	1								6
Total	3	2	2	2	2	2	0	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	111	Newcomers (ELLs receiving service 0-3 years)	82	Special Education	48
SIFE	0	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. 

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	17	0	17	11	0	11	0	0	0	28
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	65	0	20	18	0	7	0	0	0	83
Total	82	0	37	29	0	18	0	0	0	111
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	4	7	6	7	2								28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	2	4	7	6	7	2	0	28						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ___	Asian: ___
Native American: ___	White (Non-Hispanic/Latino): ___
	Hispanic/Latino: ___
	Other: ___

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	16	12	12	10	6								69
Chinese														0
Russian														0
Bengali	0	1	0	1	0	0								2
Urdu	0	2	0	0	0	0								2
Arabic	1	0	0	1	2	0								4
Haitian	0	0	0	0	1	0								1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1	1	1	0	1								4
TOTAL	14	20	13	15	13	7	0	82						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1 to 4 In our free standing organization ESL model, both a push in and pull out program is applied. The type of program is selected according to the needs of our students. For example if we have a large number of ELLs in one class, the push in model is selected in order for the students to benefit from the co-teaching model. Our pull-out models are heterogeneous with regard to proficiency and grade levels. Our push-in models are homogeneous with regard to grade level but heterogeneous in proficiency levels. In order to better serve the variety of levels, we apply differentiated instruction as well as cooperative learning, to meet the needs of each individual student. The newcomers in grades K are in an ESL classroom with a certified ESL teacher. After the first NYSESLAT Assessment is given, the results are used to determine the amount of time needed based on individual needs. All beginner and intermediate students receive 360 minutes

A. Programming and Scheduling Information

per week but some students need more time to help them become more proficient with the English language. This is done by individual needs. All students receive their required time and then some to continue the language development and assist in the content area understanding. All of our long term ELLs are in Special Education self-contained classes. The student's individual needs are as per their IEPs. Some students are put into or taken out of bilingual classes but we continue to acknowledge the need for language development in every classroom the student visits.

For the majority of our ELL students, the content area material is delivered by the classroom or cluster teacher with support from the ESL teacher. There is constant collaboration in determining the ELL needs and accordingly the ESL teacher is reinforces content area with review, vocabulary expansion, visual and technological support. For newly arrived ELLs, the ESL teacher also provides support in native language until student can receive instruction in English language.

The formative assessments used for our TBE Programs include observations, portfolios, running records in Spanish and written tests and evaluations.

ELL/SWD's receive all services mandated on their IEPs. Our DOE monitors all service providers to ensure that mandated services are carried out accordingly. Spanish speaking ELL/SWDs whose IEPs mandates bilingual instruction are placed in TBE Program and provided with instruction in both languages according to the percentage specifications for this program. The few students of other languages are accommodated in the monolingual classrooms with a one to one language para-professional. The ELL/SWDs in monolingual classrooms are accommodated with trained ESL teachers and educational assistants in pull out small group sessions with appropriate learning strategies and audiovisual support.

During the school year, we continue to work with the parents to provide the best educational services to their children. We communicate in English as well as Spanish to our families. We provide translation at all PTA meetings, conferences, and workshops. We provide the parents with weekly ESL classes given on Tuesday and Friday mornings for 1 hour. We survey the parents' needs through our Parent Coordinator and ESL Coordinator. We maintain an open door policy for parents to continually help us assess what is working and what other programs we need to explore.

The P.S.76Q staff assists all ELLs as they transition from elementary to middle school. Our staff is provided with the appropriate training to assist parents in the completion of relevant applications. In addition, our staff is well informed to help parents determine which schools provide better ESL programs by examining Report Cards, Progress reports and locations.

PS 76Q has three ESL licensed teachers and one Bi-lingual Special Education licensed teacher in the language of Spanish.

PS 76 is fortunate enough not to have SIFE students.

Any SIFE students would receive:

Differentiated instruction

Individualized help

ESL instruction for 50minutes,10 periods a week

AIS in literacy

Extended Day: 37.5 minutes/4 days a week

Steinway Mental Health and Guidance department

Courses Taught in Languages Other than English ⓘ

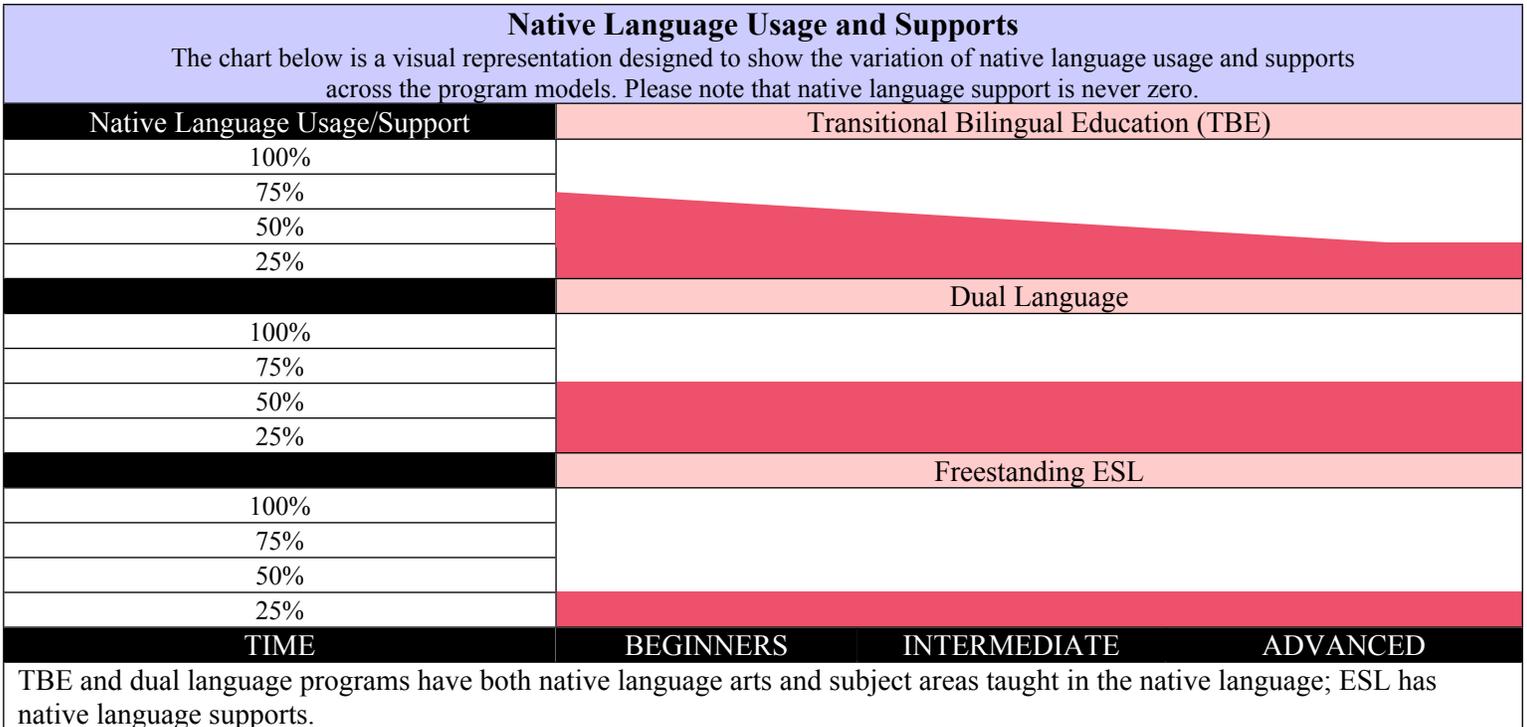
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8 to 17 The plan for all newcomers to this country is for them to receive Comprehensive ESL instruction with a certified ESL teacher for most of the day. This provides our newcomers with a basic understanding of English and a way to help them provide for their needs in English. This also serves to help our new students acclimate to their new country and new school environment. As the child progresses (each at his/her own speed) he/she spends more time in their classroom with continued mandated ESL instruction.

At P.S. 76Q the ESL Kindergarten class and the ESL Push in/pull out program for general Ed. grades 1-4 are provided with comprehensive instruction which meets all CR Part 154 requirements. The CTT classes from grades k-5 and Special Ed. ELL students K-4 are also receiving ESL instruction as mandated by their IEP and CR Part 154 Regulations and as per the NYC Department of Education Language Allocation Policy Guidelines. All beginners and intermediate receive 360 minutes per week of ESL instructions. All Advanced ELLs receive 180 minutes per week of ESL. All students receive approximately 500 minutes per week of Language Arts. Beginners and Intermediate ELLs in the Special Education self-contained Spanish TBE classes receive 90 minutes daily of Native Language Arts, and 360 minutes of ESL per week. Advanced TBE ELLs receive 180 minutes a week of Native Language instruction and 180 minutes a week of ESL instruction. The amount of time allocated to native language learning will decrease while instruction in English increases as mandated by the CR Part 154.

In order for each ELL student to attain English proficiency in reading and writing, P.S.76Q has implemented the following Language Allocation Strategies:

- The workshop model of instruction is used in order to provide the opportunities for listening, reading speaking and writing.
- Differentiated instruction for all ELL students.
- Provide opportunities for reading and writing responses to literature and content areas.
- Utilize scaffolding strategies in the delivery of the lesson.

The teaching of Science and Social Studies at least three times a week is mandated of all grades. We provide 1 lower grade and 1 upper grade Science Cluster to ensure that the students receive the lab work in the Lab environment. Classroom teachers are responsible for teaching the grade appropriate lessons and administering the unit tests. Reading in the content area is done whenever applicable.

In order to assure the success of our ELLs in ELA Math and other Content areas, we provide extensive vocabulary practice and support by translating the skills requirements in their home language. For Math and Science, we administer the tests to newcomers in their native language when possible or through a translator if not, always with instructional support in the native language. For the long-term ELLs, we provide extra morning or extended day sessions with support from pedagogues fluent in their native language and material with content area vocabulary in the native language. In order to provide more support for our former ELLs, we continue to afford test accommodations for 2 years after an ELL has tested out of the NYSESLAT.

Our plan for our long-term ELLs is:

At-Risk Resource Room

Saturday Academy to prepare for the ELA and NYSESLAT tests

AIS in literacy program for one period 5 times per week

Extended Day: 37.5 minutes/4days a week

We are looking to maintain proficient students in the same learning environment with ELLs receiving ESL support. We are providing professional development to the upper grade teachers who have some of the proficient students so that they may continue to grow in their understanding of the English language in speaking, listening, reading and writing. We also provide the vocabulary development and visuals so that the English language will have more meaning for them.

Our ELLs are afforded equal access to all school programs. ELL parents receive letters in their native language where possible so that they fully understand the programs available to their children. All of our programs including extended day, afterschool, Saturday tutoring are attended by a large percentage of ELLs. Additionally our morning and afterschool social activities have a large ELL participation. The Title III funding we receive is used to support our Saturday tutoring. Other programs, which also benefit our ELLs are funded by the Federal grant for the Magnet Schools for Health and Wellness.

The instructional materials used to support the learning of all our ELLs are as follows:

- Pearson-Kindergarten
- Wilson-Level 1 students identified as being in need
- Foundations K-2
- Balanced Literacy-TC and McGraw Hill supplement
- Enrichment Reading through technology K-1
- Study Island: on line NYS Inter-curricular Test Prep Grades 2-5
- Sounds and Motion
- Everyday Math (English for regular Ed/Spanish for Special Ed TBE)
- Math Steps (English for Regular Ed./Spanish for Special ed TBE)
- Implementing Longman Corner Stone Series

We have phased out the Rigby Program in grades K to 2 upon assessing the Longman Corner Stone Series, we found that it provided more support for our E by a large percentage of ELLs. LL students.

Native language is supported in each program model at P.S. 76Q. The Special Ed. Spanish TBE program provides Native Language Instruction to all their ELL students. In this program, Intermediate and Beginners receive 90 minutes daily of NLA and Advanced receive 45 minutes daily. The focus of this component is to develop listening/speaking, reading/writing skills in the native language. As per LAP, Beginners receive 60%/40% (Spanish to English ratio) of NLA. Intermediate receive 50%/50% and Advanced receive 25%/75%. As students' English proficiency improves, the percentage of instruction in English increases. In order to comply with the Special Education and CR Part 154 mandates in terms of student/teacher ratio and the minimum number of ELLs that warrant such a program, these classes are bridged as follows:

Grades K/1, Grades 2/3, and Grades 4/5.

The instructional materials used to support our ELLs are many and varied. A great number of visuals and books are easily accessible to our ELL students in their native language. Additionally, the Math and Science textbooks are also available in Spanish, which is the native language of the overwhelming majority of our ELL population. For the few students with native languages other than Spanish we rely on the language expertise and/or paraprofessionals as well as internet accessibility to translation programs.

Native language support to our Spanish speakers is provided with a variety of visuals, reading material and content area textbooks in Math and Science. In our TBE programs for children with Spanish fluency, instruction is provided in Spanish according to language competency specifications. For our freestanding ESL classes, the language of instruction is English with support in the native language as needed (ie. dictionaries, glossaries and internet translation programs). Also, our ESL teachers provide native language support when possible.

Newly-enrolled students are provided with information about our school in their native language. They are introduced to the administration, the ESL teachers, the bilingual teachers as well as to other members of the staff with whom they come in contact. The children are given an orientation to life in America and specifically to our school environment by the ESL teachers. The parents are invited to discuss any problems they encounter in the new environment and every effort is made to assist them in resolving them.

In the TBE classes, the classes are organized as follows:

1 Self-contained K/1, 1 Self-contained 2/3, and 1 Self-Contained 4/5 12:1:1 classes. The K/1 class is 75% Spanish and 25% English. The 2/3 class is 50% Spanish and 50% English, and the 4/5 class is 25% Spanish and 75% English.

After a review of the assessment data and student results of the ELL Interim Assessment and the NYSESLAT, we learned that our ELLs are not making significant yearly growth. We continue to provide ESL services to all our ELLs. This school year ELLs in grades 3 and 4 will continue to be provided with additional support in our CTT classes. The CTT 3rd grade class has 11 Special Education students and 14 general Ed. ELLs. The ELLs are comprised of Beginners, Intermediate and Advanced students. The CTT 4th grade class has 12 Spec Ed. Students and 10 general Ed. ELLs ranging from Beginners to Advanced.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1 to 3 The Bilingual/ESL teachers attend the same professional development as do the assistant principals, guidance counselors, the monolingual teachers, special education teachers, psychologists, occupational/physical therapists, paraprofessionals, secretaries and parent coordinators. Our bilingual/ESL teachers are encouraged to attend ESL workshops outside of school. Staff Development sessions are intended to help pedagogical staff improve student achievement in ELA, Math, Science, Social Studies and the NYSESLAT proficiency so as to meet and exceed the NYS performance standards. Designated days throughout the school year are used for professional development for all our staff, including our ESL and Special Education teachers. It is provided by AUSSIE consultants, literacy and math coaches as well as by ELL Network consultants and administrators. Topics for professional development include:

Core Standards Training
 UBD Model Training
 Danielson Model
 Standardized Testing for ELLs NYS ELA, Math, Science, Social Studies, ECLAS
 Effective literacy Strategies for ELLs
 Differentiated Instruction
 Everyday Math for the TBE and the ESL classroom
 Use of leveled English and Spanish libraries
 Technology in the TBE and ESL classroom
 Guided Reading/Shared Reading/Interactive Writing
 Data analysis
 Reading and Writing Workshop model including accountable talk
 Acuity assessment training
 NYSESLAT training
 Vocabulary development
 Use of visuals in teaching

Through the results of the ELL Interim Assessment we learned that many children while speaking their native language fluently are unable to read and write it.

Instructional approaches and methods used are:

- The workshop model of instruction is used in order to provide opportunities for listening, reading, speaking and writing.
- Differentiated instruction for all ELL Students
- Provide opportunities for written and oral responses to literature and the content areas.
- Utilize scaffolding strategies in the delivery of the lesson. ex: Anticipatory guide, Double entry journal
 Reading with a focus
- Content lessons focus on both concepts and language.
- On-going assessment (running records, conference notes, LABR scores, NYSESLAT scores, Interim Assessment), drives ESL instructions.

All ESL and bilingual Special Education teachers have undergone training with the ESL Coordinator to better understand the needs of the ELLs so that these needs can be translated into the learning environment. The teachers are also receiving PDs on how to help ELLs learn and how to modify the class to meet their learning needs. Last year an ESL Inquiry Team to learn more about 14 specific ELLs in grades 4 and 5 was formed to monitor their individual growth and to see how many students can obtain 1.5 years growth. This year, all staff is meeting once a week and the ESL and Bilingual teachers have the opportunity to share best practices and strategies to assist ELLs as they transition. The guidance counselors work with the ESL and Bilingual teachers to design lessons addressing culturally sensitive issues from health and hygiene to customs, food and appearance. Attendance records for all professional development activities are filed in the Professional Development section of our Title III folder for the current year.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1 to 4 Parents of ELLs participate in school activities such as weekly Arts and Crafts activities, seminars, cooking classes, trips and entertainment activities. We retain attendance lists in our Title III Parent/Community section. Translation services for all events are provided by our ESL teachers and bilingual staff. We have collaborated with organizations such as Cornell University Medical Center to provide seminars on Nutrition and Foodbank for New York City to organize a Cookshop for our parents. The Occupational Therapy team of our school also holds seminars for our parents. Every attempt is made to afford translation services to parents of our ELLs either through staff or other parents.

During the school year, we continue to work with the parents to provide the best educational services to their children. We communicate in English as well as Spanish to our families. We provide translation at all PTA meetings, conferences, and workshops. We provide the parents with weekly ESL classes given on Tuesday and Friday mornings for 1 hour by a qualified adult ESL teacher. Through these classes, 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 year our parent ELLs together with our ESL and Bilingual classes and teachers organize a Multi-Cultural Event providing food, dancing and social interaction between parents administration, teachers and other staff and students. We survey the parents' needs through our Parent Coordinator and ESL Coordinator. We maintain an open door policy for parents to continually help us assess what is working and what other programs we need to explore. PS 76 has partnered with "Cook Shop" where the parents may participate in learning how to prepare healthier meals for the students. This is provided once a week in our Family Room.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	9	11	5	8	3	0								36
Intermediate(I)	1	12	5	8	8	5								39
Advanced (A)	6	2	10	5	9	4								36
Total	16	25	20	21	20	9	0	0	0	0	0	0	0	111

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	2											
	I		2	2	4									
	A		7	13	10									
	P		12	4	7									
READING/ WRITING	B	2	11	4										
	I		12	6										

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A		1	7	4									
	P			2										

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	6	0	0	16
4	3	5	3	0	11
5	1	4	0	0	5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	1	10	0	1	1	0	0	18
4	3	0	2	0	7	0	0	0	12
5	1	0	2	0	2	0	0	0	5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

#1 to 6. In analyzing the NYS ELA, Math, and Science scores, we find that with the exception of Grade 3 results our ELLs are achieving grade level and near grade level results. (75% of our students are on or near Grade level. Therefore we continue to provide extra support in

the reading and writing modalities not only within the classroom environment but in their ESL instruction, AIS instruction and in 37.5 minutes instruction. Our school data on ELA results reflects that our current fourth and fifth grade students have made progress. In the 2009/2010

school year, our grade 4 students scored level – 3 out of 11 students scored Level 3, 5 out of 11 students scored Level 2, and 3 out of 11 students scored Level 1. In the 2010/2011 school year, in grade 5, 5 students were tested. 4 students received level 2 and 1 student received level 1. The 6 students who are former ELLs - 3 received level 2s and 3 received level 3s on the ELA test.

2009/2010 school year, grade 3, 3 out of 22 students scored level 3, 5 scored level 2, and 14 scored level 1. In the 2010/2011 school year, 14 ELL students took the ELA test. 5 students received a level 2 and 4 students received a level 1. Out of the 4 level 1s, only 1 student is a general education student. The others are in self-contained 12:1:1 classes. The 2 former ELLs - 2 received level 2, 2 were not tested in ELA and 2 students left the school (we do not know their scores).

Our school data on the 2009/10 Math results reflects that in Grade 3 1 out of 22 students scored a level of 4 , 3 out of 22 scored a level of 3, 8 out of 22 scored a level of 2 and 10 scored a level of 1. In 2010/2011 students in grade 4 - 7 scored level 3, 2 scored level 2, and 4 scored level 1. 3 students are no longer in our building and we do not have scores for them. 3 students were retained. Our 2 students who are former ELLs scored level 2s.

In 2009/2010, grade 4, 1 out of 12 students scored level 4, 6 out of 12 scored 3 and 5 out of 12 scored a level of 2. In 2010/2011 5 students were ELLs - 2 students received level 3, 2 students received level 2, and 1 student received level 1. Out of the 6 former ELLs - 3 received level 3, 3 received level 2.

Our school data on Science results reflects that for our Grade 4 students – 6 out of 15 scored level 4 , 7 out of 15 students scored Level 3 , and 2 out of 15 scored level 3.

The EL SOL test is not administered by our bilingual special education classes. The students do not read Spanish and therefore do not understand the stories when asked to read independently. The E-CLAS 2 is administered twice a year to our Kindergarten through Grade three students. Our K/1 bilingual education class has 8 students—3 Kindergarten and 5 Grade 1 none of which have shown to be proficient when tested on grade level. Our 2/3 bilingual special education class has 11 students-7 Grade 2 and 4 Grade 3, of which 4 students have shown to be proficient when tested on grade level.

Utilizing the NYSESLAT data, we determined from our 2011 test results that 52 out of our 106 students tested improved. We are, therefore continuing to emphasize instructional methodologies to enhance reading and writing skills as these are the areas requiring additional support. Our specific objectives have been aimed at improving comprehension skills through targeted lessons and technological support. Writing lesson plans have also been designed to improve organizational and editing skills. We will continue to plan our lessons with a greater emphasis on test –taking skills to ensure that our students’ scores reflect their proficiency level as accurately as possible.

Focusing on our lower performing areas and particular weaknesses, we have not omitted the very important listening and speaking skills, which we consider an integral part of any ESL lesson. Our lessons have been designed to improve communication skills through vocabulary development, simulation of natural environments in the classroom setting and utilization of learning opportunities through authentic situations. Underlying all these strategies is the continuous use of audio-visual material.

PS 76Q is focusing on vocabulary development with various visuals. We are using classroom teachers, ESL teachers, and all service providers to assist us in meeting the needs of the students, to improve comprehension sub-skills that have been identified as areas in need of improvement.

ESL Periodic Assessments are not used. We use the Performance Series to assess our students’ needs. We find that this assessment evaluates our students at their independent levels and provides us with the data we need about the students’ strengths and weaknesses so that we can provide the proper intervention services needed.

Additional Information

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

Revisions for Part V Assessment Analysis Part B

(1-6)

In order to assess the early literacy skills of our ELLs we use English assessments as our Spanish TBE children do not have literacy skills in their native language. The assessment tools used are E-CLAS and informal assessments such as running records, portfolios and observations.

The LAB-R also assists us in designing our lessons according to the English proficiency level of our ELL students. This year, we administered the LAB-R English to 32 students. We noted that more than half (18 students) tested out . From the remaining 14, 9 received a Beginner Level score, 1 an intermediate and 8 Advanced.

As our students are concentrated at the low and high end of the spectrum, we will pay particular attention to these students in order to assist the lower levels and challenge the more advanced students by applying differentiated instruction in the classroom.

The analysis on the NYSESLAT modalities revealed that our school continues to underperform in the Reading/Writing modalities. For this reason, we have discussed a variety of strategies, which would assist us in overcoming this consistent problem. First, we have been working closely with the classroom teachers, inquiry team and outside professional development teams to assist us in designing lessons specifically targeting reading and writing. As most of the reading material and writing subjects are in the area of non-fiction, we are designing lessons around authentic reading material(newspapers, magazines, non-fiction books and biographies). Also, we are using specifically designed reading and writing programs such as Literacy Center of Houghton Mifflin Harcourt and Lakeshore Sentence and Paragraph Building Literacy Centers as well as Sequence Tiles and Writing Activity Centers.

A more detailed analysis of the NYSESLAT test of 2011 revealed that 52 students out of the 106 taking the test went up in proficiency level, 41 remained the same and 13 student went down. From the students that went down, 7 were Kindergarten children and the reduction can be explained by the difference between the LAB-R which is mainly an oral proficiency test and the NYSESLAT, which is a more formal test requiring writing skills. Out of the remaining 2 students , 2 are in general Ed(2nd, 3rd grades respectively) and their scores changed from Advanced to Intermediate. Both these students show a reduction in their writing scores and the latter student a marked reduction in her Reading score from 21 to 12. We can only assume that this student had a particularly bad day as she had received a consistent Advanced Level for the prior 2 years. The former student’ weakness in the writing component may be due to the fact that the 2nd grade test in relation to the K/1 test requires more high-level writing and organizational skills not yet mastered by the student.

With regard to proficiency levels we note that 12 students passed and 29 received an Advanced score(1 student in General Ed Kindergarten received an Advanced score, 4 in 1st grade,5 in 2nd grade, 6 in 3rd grade, 4 in 4th grade and 1 in 5th grade. There were 3 Advanced scores in Special Ed self-contained classes (1 in 2nd grade and 2 in 4th grade). In our TBE classes 5 students received Advanced Proficiency levels (3 in 1st grade and 2 in 3rd grade). There were 24 students who received a beginner score in the NYSESLAT(6 General Ed and 18 in Special Ed self-contained and TBE classes. There are 41 students at the Intermediate level(16 General Ed and 25 Special Ed).

Despite the fact that out of the 106 students tested, 47 were Special Ed students, we showed an improvement of 52%. By identifying our weak areas and designing lessons to target these areas, we feel that this year we will have an even greater success rate.

Part VI: LAP Assurances

School Name: William Hallett

School DBN: 30Q076

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary Carole Schafenberg	Principal		10/18/11
Lisa Stone	Assistant Principal		10/18/11
Simone Garcia	Parent Coordinator		10/18/11
Margarita Mistakidis	ESL Teacher		10/18/11

School Name: William Hallett

School DBN: 30Q076

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Charlotte Scharff	Guidance Counselor		10/18/11
Charles Amundsen	Network Leader		10/18/11
	Other		1/1/01

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: P.S. 76Q William Hallet

DBN: 30Q076

This school is (check one): conceptually consolidated (skip part E below)

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):

Before school

After school

Saturday academy

Other: extended day

Total # of ELLs to be served: 96

Grades to be served by this program (check all that apply):

K

1

2

3

4

5

6

7

8

9

10

11

12

Total # of teachers in this program: 5

of certified ESL/Bilingual teachers: 5

of content area teachers:

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, at P.S. 76, continue to provide direct instruction supplemental programs, including targeted lessons for ELLs in reduced-size classes of 7 and 8 students for 4th and 5th grade respectively, during extended day (Monday - Wednesday, 2:20-3:00 PM). The school hours are from 8:00 to 2:20 Mondays through Fridays. Extended day is Monday through Wednesday from 2:20 to 2:57. While no Title 3 funds are needed at this time, we do have our ELLs stay to provide them with additional support in listening, speaking, reading and writing. We have also implemented push-in services for 17 Kindergarten ELLs and 14 First Grade ELLs for 9 periods a week. We push in 4 periods a week for a group of 11 Third Grade students while for a Fourth Grade group of 4 students and a Fifth Grade group of 5 students we push in 2 periods each week. Additionally, we provide supplemental direct instruction to 6 Second Grade ELLs, who are pulled out for 2 periods a week. Newly-arrived ELLs are pulled out by the ESL teachers for the entire day and are provided with language and content area lessons with support in their native language by the ESL teachers or other staff members where necessary. We have scheduled a Multi-Cultural Festival in March for the ELL students to showcase their cultural heritage (songs, dances, poems, stories, music, arts and crafts, food). This happening will include P.S. 76 staff, administrators, and parents as well as our adult ESL students. The festival coordination will take place every Tuesday and Friday from 7:00 AM. to 8:00 AM, beginning January 8, 2013 and ending on the day of the Festival. We have set a tentative Festival date at March 22, 2013. Parents, students and teachers will provide ethnic dishes and music for that day. We have allocated \$300.00 for any additional expenses.

A Saturday Tutoring (*Supplementary) Program for the ELLs has been planned for this year. This program will be taught by 1 certified bilingual teacher and 6 certified ESL teachers. The Saturday Program will consist of 3-hour sessions for all grades (K-5) with 7 groups of approximately 10 students in each group for 6 Saturdays during April and May 2013. During these sessions the students will receive instruction in listening, speaking, reading and writing using grade level appropriate materials. Also, allocated will be for 1 supervisor for these 5 Saturdays. We will continue to use Getting Ready for NYSESLAT and Beyond of Atanasio and Associates for Grades K, 2, 4 and 5. As begun last year, we will again be using Empire State NYSESLAT of Continental Press for Grades 1 and 3. These materials supplement the classroom teachers' materials and provide the students with knowledge of the test format.

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

Part C: Professional Development

Begin description here: Professional Development is provided to all our teachers including those who service our ELLs. Every Thursday during extended day, teachers are trained in a variety of topics including Questioning Techniques, Reading Skills, Teaching a Directed Reading Lesson, the Danielson Framework, Lesson Planning etc.The Principal as well as the 2 Assistant Principals assigned to our school also provide Professional Development and training for our teachers. Susan Rayson, a representative from Literacy Support Services has been hired for 20 days of service from 8:00 AM to 3:00 P.M. for the year 2012-2013, beginning on November 8, 2011 and ending May 2, 2013. This trainer works with all Special Ed/ESL teachers to provide effective literacy support. Our rationale is that well-trained teachers create well-performing students.

1. Thursday Workshops meet once per month from September-June for 1 period from 2:20 to 3:00. Teachers (Classroom, ESL, service providers) meet to share best practices, talk about the needs of the students.

2. Literacy Coach gives support to all teachers through conferences, modeling lessons and Professional Development.

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

The following PDs have been offered so far this year:

1. Fountas and Pinnell Overview workshop, September 5, 2012 from 12:00 to 3:00PM (Full Staff)
Presenter: Kathy Northcutt
2. Danielson Framework, September 6, 2012 from 2:20 to 3:00 PM (Full staff)
Presenter: M. Carole Schafenberg
3. BRT (Building Response Team) September 11, 2012 from 2:20 to 3:00 PM (Full Staff)
Presenter: Joyce Nolan
4. Blood Born Pathogens, October 4, 2012 from 2:20 to 3:00 AM (Full Staff)
Presenter: Joyce Nolan
5. Anti Bullying, October 12, 2012 from 9:00 to 10:00 AM (3rd, 4th. 5th grade teachers)
Presenter: Joyce Nolan
6. Move to Improve , October 5, 2012 from 3:30 to 6:30 PM (15 teachers)
Organizer: Tyrone C. Johnson
7. The Role of the Classroom Library in the Balanced Literacy Model, October 25, 2012 , 40 min. (22 teachers)
Presenter: Karen Olszewski
8. Aligning Core Standards, October 25, 2012 from 4:00 to 6:00 PM (2 staff members)
Presenter :Linda Curtis Bell
9. Fountas and Pinnell, November 6, 2012 from 8:00 to 9:00 AM (New teachers and paras)
Presenter :Karen Olszewski
10. Common Core State Standards, November 6, 2012 from 9:00 to 10:00 AM (new teachers and paras)
Presenter: Karen Olszewski

Part D: Parental Engagement Activities

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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: One of the most important components of our ELL students' success is the cooperation and inclusion of parents in the learning process. To facilitate communication, we provide translation services to all ELL parents. As our largest ELL population has Spanish as a home language, all school communications are sent out in both languages. 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 weekly activities such as Arts and Crafts classes, seminars, Cooking Classes and Entertainment activities. Providers include Cornell University Medical Center, Nutrition and Foodbank for New York as well as qualified school staff. We also provide our parents with bi-weekly ESL classes every Tuesday and Friday from 8:00 to 8:50 AM. These classes, which are taught by a qualified Adult Education teacher, not only provide English instruction but also allow parents to voice concerns regarding their childrens' education and specific needs. We have ordered 15 copies of Longman Side by Side Book 2 in order to assist our adult students in the acquisition of English as well as to provide practice in social and professional situations requiring English competency. The students in the parent's class work with the ESL teachers to organize various social activities such as a Hispanic History Week celebration on October 19, 2012, where students and parents join to discuss their roots and enjoy the variety of national foods cooked by the students of the adult class. 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 always encourage our ELL parents to participate in school activities and we do everything possible to make these activities easily accessible to them.

Part E: Budget

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

Allocation Amount: \$13056

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. 		

Part E: Budget

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

Allocation Amount: \$13056

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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		