



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WILLIAM HALLETT SCHOOL
THE MAGNET SCHOOL OF HEALTH AND WELLNESS

DBN (i.e. 01M001): 30Q076

Principal: MARY CAROLE SCHAFENBERG

Principal Email: MSCHAFE@SCHOOLS.NYC.GOV

Superintendent: DR. PHIL COMPOSTO

Network Leader: NANCY DIMAGGIO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Carole Schafenberg	*Principal or Designee	
Joani Hoosak-Yahav	*UFT Chapter Leader or Designee	
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	Member/ Chair Clusters	
Joyce Davi	Member/ Teacher Gen Ed Grades 3-5	
Demetra Kalaitzidis	Member/ Teacher Sp Ed Grades PreK-5	
Mary Haeberle	Member/ Parent	
Yesenia Gonzalez	Member/ Parentt	
Kellie Phelan	Member/ Parent	
Erika Rosado	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, English Language Learners and Students With Disabilities student groups will demonstrate at least 1 level progress towards achieving state standards as measured by a 5% increase in those subgroups on the NYS ELA assessment.

Comprehensive Needs Assessment

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

After conducting a 4 year trend analysis of student performance on the NYS ELA assessment using our Progress Report, it was determined that the ELLs and SWDs student groups were not making adequate progress. As a result of this analysis it was decided that these 2 subgroups would be a priority for this school year.

Instructional Strategies/Activities

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

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

- 1. 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 as reflected in the curriculum maps.**
- 2. Inquiry Team grade level meetings will be held weekly to examine individual student data collected through Fountas & Pinnell assessments, Reading Indicator, Performance Series, and student conference notes.**
- 3. RTI will be provided for Level 1 and 2 ELLs and SWDs using small group instruction.**
- 4. Increased professional development on Danielson's Framework will strengthen questioning skill techniques, lesson planning, differentiation, teacher effectiveness, CCLS alignment, and "best practices" so to better meet the needs of the students.**

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

1. The Literacy Coach and representatives from each grade meet monthly before school to examine the strengths and weaknesses of the ELA curriculum.
2. During monthly grade conferences and weekly Extended Day sessions all teachers meet with their grade specific groups.
3. All out of classroom teachers will work with small groups of students in grades 3 -5.
4. Staff members, including the administration, Magnet director, and Literacy Coach will provide weekly PDs during Extended Day.

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

1. Data will be reviewed by examining the ELA curriculum maps and assessment reports and will be adjusted as needed.
2. Assessments will be given 3 times a year.
3. Out of classroom teachers will review the progress of their RTI students and share "best practices" and concerns weekly during Extended Day.
4. Teacher observations will provide feedback on how they are improving their skills with respect to becoming a more effective instructor

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

1. Each month prior to the SLT meeting starting in September 2013 and ending in June 2014
2. Each Thursday starting in September 2013 and ending in June 2014.
3. Starting October 2013 for 6 weeks with ongoing assessments conducted and completion in June 2014.
4. Each Wednesday starting in September 2013 and ending June 2014.

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

1. The Literacy Coach chairs monthly meetings before school.
2. All staff members meet on Thursdays from 2:20 – 2:57 ½ and on their common preps.

3. All out of classroom teachers meet with their RTI groups twice a week for a full period and twice during Extended Day on Mondays and Tuesdays.
4. Magnet director, Literacy Coach, staff members, and administration provide PD on Wednesdays from 2:20 – 2:57 ½ .

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- **Parent 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.**
- **Monthly school newsletter is sent home to parents.**
- **Grade specific monthly CCLS for each subject area are sent home to parents.**
- **Parents are encouraged to join the SLT subcommittees.**
- **Principal's Meet & Greet sessions for parents are continuing this year.**
- **Parent workshops are being conducted on the Common Core Standards and the NYC Instructional Shifts.**

1.

Budget and Resource Alignment

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

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

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 2013 to June 2014

Professional Development Title 1 SWP
Literacy Coach TL Fair Student Funding
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
Saturday Tutorials TL ELA/Math Student Support
RTI TL Fair Student Funding, Magnet Federal Funding, TL ASD

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, English Language Learners and Students With Disabilities student groups will demonstrate at least 1 level progress towards achieving state standards as measured by a 5% increase in those subgroups on the NYS Math assessment.

Comprehensive Needs Assessment

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

After conducting a 4 year trend analysis of student performance on the NYS Math assessment using our Progress Report, it was determined that the ELLs and SWDs student groups were not making adequate progress. As a result of this analysis it was decided that these 2 subgroups would be a priority for this school year.

Instructional Strategies/Activities

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

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

1. Numeracy subcommittee will meet monthly to review the aspects of the new math curriculum, Go Math, and its alignment to the CCLS.
2. Monthly grade conferences will be held to examine the trends in student math performance and to offer strategies to help meet the needs of the students.
3. Weekly grade specific Inquiry Team meetings will be held to examine individual student data, share “best practices” and discuss ways to better differentiate instruction to assist students in solving more rigorous word problems.
4. Professional Development will be conducted to support teachers in the use of the Go Math program and its resources.

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

1. The Numeracy Committee chair will call meetings and create an agenda that will best support the needs of the teachers.
2. Classroom teachers on the same grade will meet together with the administration.
3. Classroom teachers and clusters meet weekly.
4. Lead teachers will attend CFN workshops on Go Math and turnkey information to classroom teachers during PD time on Wednesdays .

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

1. The members will analyze the results of the Go Math unit assessments.
2. Review of interim benchmarks to evaluate the program and modify as needed.
3. Review results of interim assessments.
4. Teacher observations will provide feedback with respect to improving skills as they move to becoming a more effective instructor.

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

1. Each month prior to the SLT meeting starting in September 2013 and ending in June 2014.
2. At least once a month the teachers on a grade will meet together starting in September 2013 and ending June 2014
3. Each Thursday starting in September 2013 and ending June 2014.
4. Each Wednesday starting in September 2013 and ending June 2014.

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

1. The Numeracy Committee chairperson holds meetings before school.
2. All classroom teachers and clusters meet on their common prep with administration.
3. All staff members meet on Thursdays from 2:20 – 2:57 ½ .
4. Staff members provide PD on Wednesdays from 2:20 – 2:57 ½.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- **Parent 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.
- Monthly school newsletter is sent home to parents.
- Grade specific monthly CCLS for each subject area are sent home to parents.
- Parents are encouraged to join the SLT subcommittees.
- Principal's Meet & Greet sessions for parents are continuing this year.
- Parent workshops are being conducted on the Common Core Standards and the NYC Instructional Shifts.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	X	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Professional Development Title 1 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 Saturday Tutorials TL ELA/Math Student Support											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the number of students having more than 10 days absent will decrease by another 10% as reflected on the yearly Progress Report.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After reviewing the attendance data as reflected on the yearly Progress Report, it was determined that we need to continue to focus on improving our Attendance Rate so as to come closer to our peer group. We have also seen a clear correlation between attendance and student performance on the NYS ELA and Math assessments for the prior year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. The Parent Coordinator will continue to make phone calls to the students' homes as well as sending letters to students will excessive absence or lateness. 2. The Attendance Committee will continue to analyze the monthly data, examine the trends and work on strategies to improve attendance rates. 3. The Pupil Secretary and the Attendance teacher will track students' weekly attendance and home visits will be made.

4. Classes with the highest monthly attendance rate will be announced and reported in the school newsletter.
5. The PTA will discuss the importance of good attendance at their monthly meetings
2. Key personnel and other resources used to implement each strategy/activity
1. The Parent Coordinator will facilitate this activity.
2. Members of the committee will meet monthly before school.
3. The Pupil Secretary and Attendance teacher will facilitate this activity.
4. Members of the committee will report their findings to the Principal.
5. The PTA executive board will facilitate this activity.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Patterns in student absences and lateness will be tracked.
2. The committee will note classes that fall under 95% attendance in a given month.
3. Patterns in student absence or lateness will be tracked.
4. The committee will record the classes with highest monthly attendance.
5. SLT will discuss the minutes of the Attendance Committee and review the results with the PTA executive board.
4. Timeline for implementation and completion including start and end dates
1. Weekly starting in September 2013 and ending in June 2014
2. Each month prior to the SLT meeting starting in September 2013 and ending in June 2014
3. Monthly starting in October 2013 and ending in June 2014
4. Each month starting in September 2013 and ending in June 2014
5. Each month following the SLT meeting starting in September 2013 and ending in June 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Provide funding for a Parent Coordinator.
2. The Attendance committee chairperson calls the monthly meetings and creates an agenda.
3. Budget for Pupil Secretary and Attendance teacher.
4. Principal and classroom teachers support this activity.
5. Permits are required to hold monthly PTA meetings in the evening.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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 Resource Alignment

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

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

- **Attendance teacher** AIDP Attendance teacher
- **Awards and incentives** Title I SWP
- **Pupil secretary** Tax Levy Fair Student Funding
- **Parent Coordinator** Tax Levy Parent Coordinator

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. **Strategies/activities that encompass the needs of identified subgroups**

1.

2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
4. Timeline for implementation and completion including start and end dates
1.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<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.</p> <p>Read aloud texts will be used to encourage discussion while providing evidence from the text to support their opinions.</p> <p>Vocabulary instruction 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 is used to improve decoding skills for Grades K and 1.</p> <p>Skill practice workbooks are used to focus on student weaknesses.</p> <p>Students use new computer software to help improve their skills.</p>	<p>Out of classroom teachers will provide small group instruction for Tier 2 students in Grades 3-5.</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>RTI is provided 2 periods a week for Grades 3-5.</p> <p>During the school day – 1 period / each day – grades K– 2.</p> <p>Extended Day – Monday and Tuesday for 37 ½ minutes each day – grades 1 -5 in small groups</p> <p>Saturday tutorials for ELLs will be provided.</p> <p>Saturday tutorials for students in Grades 3-5 will be provided in the spring.</p>
Mathematics	<p>RTI team will identify the students at risk. Students will be assessed in 6</p>	<p>Small group instruction is provided.</p>	<p>During the school day – 1 period /</p>

	<p>week intervals. Multiple entry points will be provided. The RTI program will be evaluated for effectiveness.</p> <p>Skill practice workbooks will be used to focus on student weaknesses.</p> <p>Go Math RTI resources will be implemented this year.</p> <p>Implementation of word problem of the day to reflect the Common Core Standards.</p> <p>Students use new computer software to help improve their skills.</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>each day – grades K– 5</p> <p>Extended Day – Monday and Tuesday 37 ½ minutes each day – grades 1 -5 in small groups</p> <p>Saturday tutorials for ELLs will be provided.</p> <p>Saturday tutorials for students in Grades 3-5 will be provided in the spring.</p>
Science	<p>Remedial instruction in science by reading leveled expository text.</p> <p>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.</p> <p>One to one support is provided as needed for at-risk students.</p> <p>Push-in teachers add support as needed.</p>	<p>During school day – 1 period / 3 times a week day – grades K– 5</p> <p>Extended Day – Monday and Tuesday 37 ½ minutes each day – grades 1 -5 in small groups</p> <p>Saturday tutorials for ELLs will be provided.</p>
Social Studies	<p>Remedial instruction in social studies by reading leveled expository text.</p> <p>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.</p> <p>Push-in teachers add support as needed.</p>	<p>During the school day – 1 period / each day – grades K– 5</p> <p>Extended Day – Monday and Tuesday 37 ½ minutes each day – grades 1 -5 in small groups</p> <p>Saturday tutorials for ELLs will be provided.</p>
At-risk services (e.g. provided by the Guidance Counselor, School	<p>Magnet Values teacher will provide character building and anti- bullying</p>	<p>Small group sessions or one-on-one sessions during the school day as</p>	<p>During the school day as needed.</p>

Psychologist, Social Worker, etc.)	lessons to students. At-risk students are identified by teachers for counseling sessions.	needed. Magnet Values teacher will provide full class and small group instruction.	Values lessons once a week.
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • 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. • Grade level meetings are held to promote sharing of "best practices". • 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 mentors to assist with 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. • Professional Development on the 4 domains of Danielson's Framework will continue to be conducted to assist teachers in becoming more effective in the classroom.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • 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. • The 4 domains of Danielson's Framework for Effective Teaching is presented and examples are analyzed to get a better understanding of the rubrics. • Professional Development will be provided to give teachers a clearer understanding of the new Advance system and the school's MOSL selections as it pertains to their teacher effectiveness rating.

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

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

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	X	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
<ul style="list-style-type: none"> • Professional Development Title 1 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
- Saturday Tutorials TL ELA/Math Student Support
- Attendance teacher AIDP Attendance teacher
- Awards and incentives Title I SWP
- Pupil secretary Tax Levy Fair Student Funding
- Parent Coordinator Tax Levy Parent Coordinator

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

- PreK teachers participate in all kindergarten PDs so to have a better understanding of the core curriculum.
- PreK teachers inform parents of student expectations with regard to the Common Core Learning Standards.
- PreK teachers advise parents of the possible need for intervention services.
- PreK teachers incorporate more rigor into their program so as to better assist the students with the transition to kindergarten.

Measures to Include Teachers in Decisions Regarding Assessments

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

- Teachers review student data at monthly grade level meetings
- Teachers determine the use of interim benchmarks for assessments.
- Teachers meet on common preps to discuss lesson plans and differentiation.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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 held 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
MAY 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 2013 – 2014 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 Common Core Learning Standards and show academic achievement on the NYS Assessments 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*

6.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District	Borough Queens	School Number 076
School Name William Hallet		

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

Principal Mary Carole Schafenberg	Assistant Principal Lisa Stone/Leonard DiVittorio
Coach Karen Olszewski	Coach type here
ESL Teacher Susan Homberger	Guidance Counselor Charlotte Scharff/Gayle Locker
Teacher/Subject Area Margarita Mistakidis / All	Parent Ms. Annabelle Robinson
Teacher/Subject Area Christina Rivera / All	Parent Coordinator Ms. Simone Singleton-Garcia
Related Service Provider Debbie Herson	Other
Network Leader(Only if working with the LAP team) Nancy DiMaggio	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	568	Total number of ELLs	88	ELLs as share of total student population (%)	%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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%)	0	1	1	1	1	1	0	0	0	0	0	0	0	5
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
self-contained	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Push-In	1	1	1	1	1	1	0	0	0	0	0	0	0	6
Total	2	3	2	2	2	2	0	13						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	70	ELL Students with Disabilities	40
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	14	0	14	8	0	8	1	0	1	23
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	56	0	10	8	0	6	1	0	1	65
Total	70	0	24	16	0	14	2	0	2	88

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	2	5	3	4	9	0	0	0	0	0	0	0	23
SELECT ONE														0
SELECT ONE														0
TOTAL	0	2	5	3	4	9	0	23						

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	12	11	4	6	4	0	0	0	0	0	0	0	45
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	2	1	2	2	1	0	0	0	0	0	0	0	0	8
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	2	1	2	0	2	0	0	0	0	0	0	0	0	7
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	1	1	0	2	0	0	0	0	0	0	0	0	5
TOTAL	13	15	16	6	11	4	0	0	0	0	0	0	0	65

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	0	1	0	5	7	0	0	0	0	0	0	0	18

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	2	10	3	7	4	0	0	0	0	0	0	0	28
Advanced (A)	6	15	10	6	3	2	0	0	0	0	0	0	0	42
Total	13	17	21	9	15	13	0	0	0	0	0	0	0	88

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	3	0	1	15
4	9	1	0	2	12
5	14	1	0	0	15
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12	0	2	0	1	0	1	0	16
4	8	1	2	0	0	0	2	0	13
5	13	0	1	0	2	0	0	0	17
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	1	4	0	3	0	1	0	13
8									0
NYSAA Bilingual (SWD)							1		1

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	9	0	0	0				
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses various tools to assess the early literacy skills of our ELLs. We are using Fountas and Pinnell for all grades K-5. We are also administering the Reading Indicator as well as the Performance Series online. From the data of the Reading Indicator, we note that the majority of our ELLs in 2nd grade are performing below the 50th percentile. We need to particularly focus our lessons in areas such as Main Idea, Identifying Sequence and Inferring Meaning from Context. As most ELLs do not have the same vocabulary fund as monolinguals, they struggle more with inferencing. Our 3rd grade group is smaller (7 students) and trends are more difficult to analyze. However, our General Education students are all performing in the 50th – 70th percentile and our Special Education ELLs are in the lower 50th percentile. We will continue to provide lessons geared toward inferencing skills and vocabulary development to strengthen reading comprehension. The Reading Indicator scores for the 4th grade show only 1/3 of the students in the upper 50th percentile and all of them with one exception are General Education students. We note that our fourth graders require reinforcement of Reading Comprehension skills in all areas particularly in Main Idea, Applying Prior Knowledge and Distinguishing Fact from Opinion. The Reading Indicator score for our sole 5th grade General Education ELL is in the 75th percentile and we hope that she will do well in both the ELA and NYSESLAT tests as her comprehension is at an adequate level. Our Special Education 5th grade ELLs are performing in the lower 50th percentile and they are struggling in all areas of reading comprehension. We will continue to work with our SWDs by providing small group lessons, RtI programs and more differentiating instruction in order to strengthen the weak comprehension skills. The Fountas and Pinnell scores for K-5 are aligned with the Reading Indicator results and we will continue to target particular areas of weakness for ELLs, mainly in the areas of inferring meaning from context, high level vocabulary and questioning. We have also begun the Junior Great Books (K-5) program, which should be very helpful in enhancing our ELLs skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our LAB-R and NYSESLAT scores indicate that our school continues to be stronger in the Listening / Speaking modalities. In 2011 about 75% did better in Listening/Speaking than in the Reading / Writing modalities. This percentage increased to 85% for the year 2012. We are unable to provide the figures for 2013, as we do not have to Modality Report (RNMR) for 2013. Overall, we noticed a decline in the performance of the NYSESLAT test. In 2012, 25% of our students passed the NYSESLAT while this year we note from the RLAT, a little less than 10% received a proficient score. We are very concerned that 2013 reversed our upward trend in proficient scores. Allowing for the changes in the NYSESLAT format as well as for the increase in Special Education subgroup within our ELL population, we will continue to modify our lesson plans and strategies to accommodate for these changes.

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

Our NYSESLAT scores reflect our general school performance in 2013, which includes our two subgroups of ELLs and SWDs. We did not make adequate yearly progress in either category with 14% on grade level in Reading and 16.7% on grade level in Math. From the RLAT report our planning and teaching strategies will, therefore, need to account for this drop in our school performance. In order to meet the needs of our ELLs, we are providing more ESL service hours to smaller groups. In addition, we have 2 full time ESL instructors who work in a push- in program for K and 1 and a pull-out program for grades 2-5. Additionally, our newly arrived ELLs are serviced during the whole day until they have acclimated to the environment and their language skills are strong enough for them to benefit in the classroom environment. Finally, we use the two extended day periods a week to service low-performing ELLs.

Upon reviewing the performance of our ELLs in a variety of tests we note that with a few exceptions, we continue to perform in the lower 50th percentile, as does our school in general. In the previous year (2012) our ELLs made adequate yearly progress in ELA but did not do so in Math. With the introduction of the Go Math Series, we hope to make adequate yearly progress in Math. As this program is more comprehensive and consistent and allows for sufficient modeling, intervention and more Math language practice, we believe our ELLs will benefit significantly and increase their overall performance. We will continue to focus in our areas of weakness in the ELA, particularly aware of the new Core Standards. Our ELLs continue to need more practice in inferencing, drawing conclusions and metaphoric language. We will continue to design our lessons bearing these areas in mind.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the

native language?

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our school has a Freestanding ESL and a Special Ed Transitional Bilingual Education program. All assessments are in English with the exception of newly arrived ELL's who are given, when available, the Math and Science tests in their native language. The need for Native Language tests seldom arises. For example, in 2013 we only administered one Spanish test in grade 4 Math. We therefore, cannot measure its effect based on one student. Both the Freestanding ESL and TBE programs use English as the language for assessments and the native language is used for support. Our Spanish language ELLs do not read and write Spanish so the ELE scores are not applicable in this instance. This is the fifth year that we do not assess using the ELL Periodic Assessment. Our choice was for all students to take the Performance Series Test in ELA and Math. The periodic assessments such as the Reading Indicator Performance Series and Fountas and Pinnell are used to determine the strengths and weaknesses of our ELLs so that appropriate strategies and lessons can be designed to target our ELL student needs. We also use this data to guide our Professional Development so that our teachers can be trained to meet the needs of our ELLs.

The comparative data also allows us to measure the individual progress of our ELLs and their performance in relation to native speakers. As the years of ESL Service increase the gap between ELLs and native speakers decreases. The performance of some of our ELLs even surpasses that of native speakers. There are many variables that determine performance. However, with continued comprehensive lessons, small group instruction and increased hours of service as well as good cooperation with ESL, classroom teachers and parents our ELLs can progress to native speaker levels within a 3 year period. The progress of our Special Ed population is not as rapid but we continue to address our strategies to their specific needs.

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

By reviewing Lab-R NYSESLAT and Fountas and Pinnell assessments we determine the children needing intervention services for grades K-2. Those children are provided with supplementary teaching instruction during extended day as well as small group instruction beyond the mandated time. For grades 3-5 we have reviewed the same data as the lower grades as well as the 2013 ELA scores. The students performing in the lowest quartile do not only receive all the aforementioned supplementary instruction but are also provided with 2 additional periods during the regular school day. Certain students in grades 3, 4, and 5 in our ESL and Bilingual programs have been receiving RTI services 4 times a week. Two times during the school day and on Mondays and Tuesdays during extended day. The students in grades 4 and 5 were chosen based on last year's ELA results and their NYSESLAT score.

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

Instructional decisions are always made with consideration of children's second language development. In the early stages of English learning, children are provided with constant ESL instruction to assist them in attaining a level of English which allows them to follow classroom instruction. The support of the ESL teachers continues according to the ELLs needs and until they have reached Proficient levels in the NYSESLAT. Even after the ELLs have passed the NYSESLAT, the classroom teachers work with our ESL teachers to provide supplementary instruction in vocabulary, reading and Math language work. Furthermore, we allow for additional time on all formal and informal assessments for as long as 2 years after students have passed the NYSESLAT.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

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

The success of our programs for ELLs is evaluated by how quickly our students reach language proficiency in the NYSESLAT as well as their performance in ELA, Math and Science State tests. The performance in the State tests determines our success in AYP for ELLs which over the years, we have generally succeeded in meeting. This year, out of the 15 3rd grade ELLs taking the ELA, 11 received a level 1, 3 a level 2 and 1 a level 1. In the 4th grade, 9 out of the 12 students taking the ELA received a level 1, 1 student received a level 2 and 2 students received a level 4. Our 5th grade scores were 14 at level 1 and 1 at level 2. The NYS Math test was similar in performance with the 16 3rd grade students taking the test receiving level 1(14 students), level 2(1 student) and level 3(1 student). For 4th grade out of a total of 13, 9 received a level 1, 2 a level 2 and 2 a level 4. In the 5th grade, 13 students scored a level 1, 1 student a level 2, 2 students a level 3 and 2 students a level 4. These results show our worst performance up to now. We believe that this decline was due primarily to the new more rigorous standards of the tests, which were applied before allowing students to adjust to and practice the new standards. This along with the fact that about half the ELLs taking the test were SWDs, which compounds the language limitations, accounts for the drop in our performance. With new more rigorous teaching programs and

material, we hope to overcome these difficulties and increase our level of performance.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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.
A letter is sent home each June informing parents of the ESL programs available at P.S.76. This letter serves as an invitation to our parents to come to an orientation that describes the three programs for English Language Learners. The process of 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, Mrs. Mistakidis and Mrs. Rivera. This year our meeting was on September 20, 2013, at which time the video describing the programs available to ELLs in New York City was shown to the parents in their native languages. 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. Furthermore, we invite parents to visit us individually in the event both sessions were missed. This year we also provided parents with the opportunity to visit us during parents/teachers conferences on November 14, 2013. As the majority of our parents select Freestanding ESL, the majority of the students are placed in that program. Our SWDs who would benefit from a TBE program are placed there after discussion and agreement with the parents at the time of orientation. As we have had only rare requests for a Dual Language Program, those individual parents are informed of their rights to place their children in a school that offers the Dual Language Program in their native language.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Upon completion of the Lab-R testing, 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 Lab-R begin to receive ESL services and an entitlement letter is sent home, indicating their score as well as their placement. At this time we also check our RLAT report to determine those students who passed the NYSESLAT and are no longer receiving services and those who did not pass and are entitled to ESL services. To ensure that entitlement letters are received, we have provided a cut-off at the end of the letter for parents to sign and return confirming receipt. This ensures the return of all forms as well as allowing time for parents to clarify any questions. To ensure that all parents are sent the appropriate placement as well as entitlement and non-entitlement letters, we address each letter personally to our students and record this list and other procedures and communications in our Title 3 Binder for the appropriate year. With regard to the Parent Survey and Program Selection forms, they are completed at the end of our Orientation Presentation. The completed forms are also stored in our Title 3 Binder for the current year. The Title 3 Binder is stored in a locked cabinet along with other data pertaining to our ELLs.
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.
Parents are made aware of all three ESL 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 majority of our parents select the Free Standing ESL Program and we, therefore,

do not offer the Dual Language Program in our school. 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. All communications regarding the selection of programs is carried out in the parents' native languages to ensure a placement most suited to meeting student needs.

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

Every year, we administer the NYSESLAT. We review our list of ELLs against the RLAT and RNMR reports to determine the ELLs who did not pass and will be tested again this year. The ESL teachers Mrs. Mistakidis, Mrs. Rivera, Ms. Homberger, Mrs. Harkinish-Murray, Mrs. Hoosak and the Bilingual teachers Ms. Vergara and Ms. Huggins are responsible for administering the written part of the test. The written part of the test is given in 3 days by the above mentioned teachers with a second proctor in the classroom. The tests are collected and stored by Mrs. Stone, our Testing Coordinator in a locked cabinet. The speaking part of the test is administered by our ESL teachers Mrs. Mistakidis, Mrs. Rivera, Mrs. Olszewski, our Literacy coach and Mrs. Davi our Magnet Program Coordinator. All answer documents are compiled sealed and delivered to the appropriate location.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- After reviewing the Parent Survey and Program Selection forms this year, we note similar trends in the past years. The program choices are as follows:

Free Standing ESL parents as first choice.

Transitional Bilingual Education

Dual Language was not a first choice for parents.

As you will note, the majority of our parents continue to select Free Standing ESL as their first choice. This is understandable as the majority of our students are Spanish speakers, who have ample opportunity to practice Spanish in a variety of visual and print media. They therefore, have a preference for English language instruction in order to provide practice in English rather than a Dual Language Spanish program. The programs we offer are aligned with parent requests as you will note from the data for the last 4 years:

- 1) 2010-2011 - First choice - Free standing ESL 25- TBE 1- Dual Language 0
- 2) 2011-2012- First choice- Free Standing ESL 16 - TBE 0 Dual Language 0
- 3) 2012-2013 - First choice- Free Standing ESL 18 - TBE 1- Dual language 1
- 4) 2013-2014 - First choice- Free Standing ESL 10-TBE 0- Dual Language 0

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

In our Free Standing ESL program, both a push-in and pull-out model is applied. The type of program is selected based on the needs of our students. For example, if we have a large number of ELLs in one class, the push-in program 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 level. Our push-in models are homogeneous with regard to grade level but heterogenous 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.

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)?

At P.S.76 the ESL push-in program for General Ed grades K-1 are provided with comprehensive instruction which meets CR Part 154 requirements. The ESL pull-out program for CTT classes from grades 2-5 and ELL/SWDs K-5 are also receiving ESL instruction as mandated by their IEP and CRP 154 Regulations and as per the NYC Department of Education Language Allocation Policy Guidelines. All beginner and intermediate levels receive at least 360 minutes of instruction weekly. All Advanced ELLs receive at least 180 minutes per week of ESL instruction. All students receive approximately 500 minutes per week of Language Arts. Beginner and Intermediate ELLs in the Special Education self-contained and language Spanish TBE classes receive 90 minutes daily of native language instruction and 360 minutes of ESL instruction a week. Advanced TBE ELLs receive 180 minutes a week of native language support 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 CRP 154.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

For the majority of our ELL students content area instruction is delivered by the classroom or cluster teacher with support from the ESL teacher. There is constant collaboration in determining ELL needs and accordingly the ESL teacher reinforces content area with vocabulary review/expansion and visual and technological support aligned with the Common Core learning standards. For newly arrived ELLs, the ESL teachers also provide support in native language until student can receive instruction in English. In the TBE program all content area instruction is initially delivered in the native language until student is proficient enough to receive instruction in English. The materials used for both our ESL and TBE programs are aligned with the Core Standards. We use the GO Math Program for math, Houghton Mifflin Harcourt for Social Studies and Harcourt School Publishers for science. The ESL teachers provide language support by using strategies aligned to the core standards such as high-level questioning with greater focus on information texts, the use of authentic texts and increased emphasis on close reading and using text-based evidence. The TBE teachers also use the same strategies with the added element of native language support, as needed.

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

Although we administer the ELE to our TBE students, the results are not applicable as our students do not read or write Spanish. Our TBE ELLs are evaluated in English throughout the year through formative assessments which include observation, portfolios, running records and written tests and evaluations. The native language is used to provide vocabulary support and native language assessments such as for the NYS Math or Science are used where necessary. Our ELLs in our Free Standing ESL program are evaluated mainly in English. Where needed and if available, native language assessments for State tests are utilized for our newcomer ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We use a variety of assessments to appropriately evaluate our ELLs. Formal Reading assessments such as the Reading Indicator, The Performance Series and Fountas and Pinnell are used to determine the reading levels and progress of our ELLs. They are administered at least 3 times a year so that lessons can be designed according to the specific needs of the students. For the Listening / Speaking and Writing modalities, we also use formative assessments such as teacher observations, portfolios and running records to evaluate the progress of our ELLs. The informal assessments may be daily, weekly or monthly, depending on the skill and needs of the student.

6. How do you differentiate instruction for ELL subgroups?

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

We always target our lesson plans and strategies to meet the needs of the variety of our ELL subgroup.

a. We have not yet had any SIFE students up to the present time. However, were we to have such a student in our school we would follow that same strategy as our newcomer ELLs with additional support in Emergent Literacy Skills and individual differentiated instruction.

b. The plan for all newcomer ELLs is for them to receive comprehensive ESL instruction with a certified ESL teacher for most of the day. This provides our newcomers with support in their native language is available. It also helps our new students to acclimate to their new country and new school environment. As the student progresses (each at his/her own speed) he/she spends more time in the classroom with continued ESL support. The classroom teachers continue to collaborate with the ESL instructor to provide appropriate strategies to ensure progress not only in English but also in the content areas. We have had much success with this sub-group as they have succeeded in making excellent progress both in English competency as well as their performance on state tests.

c. Our ELLs receiving service between 4 to 6 years are either General Ed students (2 4th graders and 1 5th grader) who have stagnated at the advanced level in the NYSESLAT or SWDs with particular processing or behavioral problems. We are accomodating our ELLs / SWDs in small group pull-out sessions with trained ESL teachers and Educational Assistants in order to meet their specific needs. We are applying the same strategies of differentiating, small group instruction to the 3 General Ed students who have failed to pass the threshold from advanced to proficient.

d. Our ELLs 3 who have completed six years of service are not only SWDs but also holdovers. All 3 are 5th grade students (1 self-contained, 2 TBE). Every effort is being made to support the teachers working with these students, applying a variety of strategies including one on one tutoring. We hope that through individual intervention ,we can help the students overcome the difficulties in their progress which is mainly in the areas of Reading and Writing.

e. We make special efforts to keep our former ELLs together so that we can continue to monitor their progress. Further, the ESL teachers collaborate with the classroom teachers to provide appropriate strategies and material geared to ELL needs. We also provide testing accomodations for our former ELLs in order to ensure fair evaluation of their performance.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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 IEP mandate bilingual instruction are placed in a TBE program and are provided with instruction in both languages according to the percentage specifications of this program. The few students of other languages are accomodated with trained ESL teachers and Educational Assistants as well as one to one language paraprofessionals if needed. We also provide Explode The Code books to enhance Reading and Writing skills of our SWDs and students that need receive Wilson or grade level specific comprehension skills. Finally we have excellent technological support, as all ESL teachers have use of the smart board as well as an adequate number of computers for student use. Some web sites which we have found useful are starfall.com, esl partyland.com,eslkidstuff, eslgames.com etc.

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

Our teachers are given sufficient time to plan as a group at all grade levels. During that time they review data, curriculum demands and scheduling restrictions in order to plan appropriate language development lessons for the diverse ELL/SWDs in our school. Our classroom teachers as well as our ESL instructors are aware of the particular needs of the ELL/SWDd and continuously collaborate to achieve the students' IEP goals. The programs available in our school allow for the placement of our aella/SWDs in the least restrictuve environment. The decision to place ELL/SWDs in ICT classes is made based on the most beneficial environment for the student and is agreed upon by the administrator, teacher and parent of the individual. When the ELL/SWDs are in an ICT or in a self contained class, the ESL instructors provide language support in a pull-out program, always in collaboration with the classroom teacher to meet the students' needs. We also have a TBE/SWDs program, in which qualified special ed/bilingual instructors provide content area, ESL instruction and native language support.

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:	English and Spanish			
Social Studies:	English and Spanish			
Math:	English and Spanish			
Science:	English and Spanish			

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

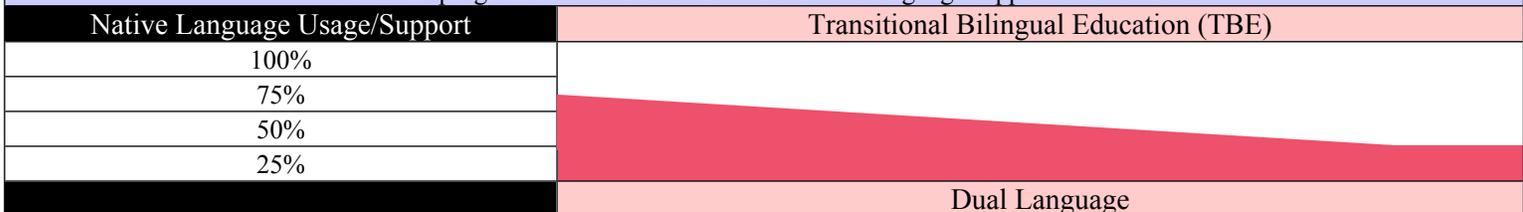
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

We are implementing several intervention programs for our ELLs. This year we are beginning Response to Intervention which targets ELLs performing in the lowest quartile in ELA and Math. This program involves very small groups of 4-5 students who receive 2 periods of extended day instruction as well as 2 additional periods during the school day. All other ELLs receive 2 periods of instruction during extended day on Monday and Tuesday of each week. Additionally, we have increased the number of hours of ESL instruction so that students can better develop their Reading and Writing skills which continue to be an area of weakness at our school. The ESL teachers work with the classroom teachers to provide support in Science and Social Studies for the ELL students. The strategies used are vocabulary expansion in the content areas with illustrations and authentic texts as well as language structure lessons utilizing content area texts. Finally, our TBE teacher provides native language support in all content area subjects. The group of ELLs targeted for supplemental content area and language support are mainly newcomer ELLs and SWDs who have persistent language and processing difficulties.

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

Our current program for our ELLs has proved effective in certain areas but not in others. While we made the AYP in the ELA State Test we did not do so in the Math State Test. In the area of language development, we continue to perform better in the Listening and Speaking modalities but we are closing the gap in the area of Writing. Our Reading Comprehension scores need improvement so we are targeting this area in the coming year. The assessments used are the Reading Indicator, the Performance series and The Fountas and Pinnell. We review this data at least 4 times a year in order to check progress for the purpose of re-designing lessons to meet the specific needs of our ELLs.

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

In order to better meet the needs of ELLs we are instituting programs such as Junior Great Books, Response to Intervention and smaller group instruction. This way we hope to target those areas such as inferencing, connecting prior knowledge and vocabulary in context, which hinder our ELLs from meeting the benchmark of the new more stringent Common Core standards.

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

Regrettably, we do not have the funds to continue our Afterschool Program for this year. This program was very valuable to our ELLs as most of them do not have academic support at home because most parents are not fluent in English. The Afterschool program allowed the ELL students to learn in a small group environment and get additional support from qualified pedagogues. Last year, we had lowered the number of teaching hours for this program and we are already seeing a decline in ELL performance.

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

Our ELLs are offered equal access to all school programs. ELL parents receive letters in their native language, if possible, so that they fully understand the programs available to their children. We offer all ELLs from Kindergarten through Grade 5 Saturday classes in April to prepare the students for the NYSESLAT Test. We offer all students from grade 3 through grade 5 Saturday Academy in March 2014 to prepare them for the state ELA and Math Tests. This program is attended by a large percentage of ELLs. The Title III funding we receive is used to support ESL Saturday Tutoring. Other programs, which also benefit our ELLs are funded by Federal Grant for the Manget School of Health and Wellness.

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

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

Pearson Kindergarten

Wilson Level I students identified as being in need

Balanced Literacy - Teachers College and McGraw Hill supplement

Enrichment Reading through technology K-1

Study Island online NYS Inter-curricular

Test Prep grades 2-5

Sounds in Motion

Go Math (Houghton Mifflin Harcourt) K-5

Longman Cornerstone Series K-2

Junior Great Books Program K-5

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language is supported in each program model at P.S.76. The Special Ed Spanish TBE Program provides native language instruction to all their ELL students. In this program intermediate and beginner levels receive 90 minutes daily of NLA and advanced students receive 45 minutes daily. The focus of this component is to develop Listening/Speaking and Reading/ Writing skills in the native language. A great number of visuals and books are easily accessible to our ELL students in their native language. For our Free Standing ESL classes, the language of instruction is English with support in the native language as needed (dictionaries, glossaries and internet translation programs). Also, our ESL teachers provide native language support when possible.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The support services and resources for our ELLs are age appropriate and specifically designed to meet their needs. In the early grades, the ESL teacher collaborates with the classroom teacher to provide supplemental literacy support and comprehensive vocabulary work. The upper grade ELLs follow a pull-out program, again aligned to the curriculum of the specific grade level. Our ELLs are given supplemental support in language developments as well as in content areas. For example, vocabulary support is always provided in Math, Science and Social Studies as well as for Language Arts. The small group environment of the ESL pull-out program allows the ESL teacher to address areas in which our ELLs underperform.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
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 new ELLs are given an orientation to life in America and specifically to our school environment by the ESL teachers. Other activities include the assignment of partners, preferably speakers of their native language to help the new students assimilate to the new environment and interact with their peers. Several times during the year, we have activities to highlight the cultural diversity of our school. We celebrate Spanish History Week, African History Month, Muslim holidays as well as American traditions such as Halloween, Veteran's Day, and Thanksgiving. This way our students not only learn American traditions and ways of life but also have the opportunity to share their culture with the other students. The Multi-Cultural Festival at the end of each year provides an opportunity for all of our staff, parents and students to share and enjoy all the cultures represented at our school.
18. What language electives are offered to ELLs?
The only foreign language program in the school is our Special ED TBE program which provides students with the opportunity to speak, read and enjoy the wealth of literature and multimedia available in the Spanish language.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. The Professional Development Plan for ESL, Bilingual and classroom teachers who are servicing ELLs is designed to provide these educators with high-level training in a variety of areas. Our Bilingual ESL teachers are also encouraged to attend ESL workshops outside the school. Staff Development sessions are intended to help pedagogues improve student achievement in ELA, Math, Science, Social Studies and the NYSESLAT proficiency so as to meet or exceed the NYS Performance Standards. Our professional development sessions are every Wednesday from 2:20 to 2:57PM.

2. The ESL/Bilingual teachers attend the same professional development as do the assistant principals, guidance counselors, monolingual teachers, special education teachers, psychologists, occupational/physical therapists, paraprofessionals, secretaries and parent coordinators. These staff development sessions are providing appropriate training to our pedagogues so that they can help their students meet the rigorous Common Core Standards. The Principal as well as the 2 Assistant Principals assigned to our school also provide Professional Development and training for our teachers. Every Wednesday and Thursday from 2:20-3:00pm we meet for inquiry work and workshops. All our staff including ESL and Special Ed teachers are provided with high quality training on areas such as questioning, actively engaging students, differentiating instruction, and interpreting data. Teachers (classroom, ESL, service providers) meet to share best practices, receive updates on pedagogical and other matters and most importantly utilize this knowledge to focus on the needs of our students. The Literacy Coach gives support to all teachers through conferences, modeling of lessons and Professional Development during the school day and during our Wednesday and Thursday PD sessions. Supervisors meet with ESL teachers in monthly grade meetings and monthly faculty conferences and as needed.

Topics for Professional Development include:

Common Core standards training

UBD Model training

Danielson Model training

Differentiate Instruction

Go Math Applications

ELA Assessments

Highly Effective lessons

Domain 1, 2, 3, & 4

Junior Great Books training

3. All upper grade ESL/Bilingual and classroom teachers servicing ELLs are given support and training to better understand the needs of the ELLs as they transition from elementary to middle school. The guidance counselor meets with the grade 5 teachers to help them better understand the transitional process. The guidance counselor avails herself to all parents so that they may receive support beginning with the application process through to the appeal process (if necessary). All information goes out in English and Spanish to ensure that the parents understand the process. Parents are encouraged to come up to school to meet with Administration, Guidance Counselors and Teachers at any time. All Open House Memos are sent home to our students and the A.P. of grade 5 follows up with the students to make sure parents attend these informative open houses. Our Parent Coordinator works with the parents to make sure all issues are addressed. The ESL/Bilingual teachers work with students and their parents in order to provide support in the school selection process. Additionally, they ensure that the ELL students meet the expectations of the middle school environment by encouraging high-level performance and instilling values and behaviors which will ensure a smooth transition to the middle school environment.

4. All teachers at our school have undergone training with the ESL Coordinator in order to better understand the needs of our 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 the learning needs of the ELL students. The guidance counselors also 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. Our ESL teachers are given information about workshops pertaining to ELLs so that they may

attend. Focus workshops so far for this year is on how to help the ELL students with the new "Go Math" program. Our ESL teacher attended and turn-keyed to the staff during two Wednesday PDs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. At P.S. 76 we firmly believe that parent involvement is an integral ingredient to student success. As the parents of our ELLs lack English language skills, we provide translation services for all activities at our school. Parents of ELLs participate in a variety of school activities such as Arts and Crafts classes, seminars, cooking classes, trips and social activities. We retain attendance lists in our Title III Parent Community section.
 2. We have partnered with other agencies and community based organizations to provide parents with the knowledge and training necessary in providing a healthier, higher quality and risk-free environment for their children. Parents of our ELLs have a high attendance in these workshops. Providers include Cornell University Medical Center, Health Plus and Family Cookshop. Translation services are provided for all workshops. Some of the workshops provided already this year are one on Nutrition, Child Health Plus and Preventive Health program. So far this year, we have provided a series of Basic Nutrition Workshops presented by Altagracia Gomez of Cornell University at 8:30 AM on 4 days of October 21, October 28, November 4 and November 18 of this year(2013). A workshop entitled "What Do You Know About Diabetes?" was presented by the Health Plus Group on November 19, 2013 at 8:30 AM. These as well as many other in-house parent activities are heavily attended by our ESL parents, who are always provided with written translations for notification and oral translation during the workshops and conferences.
 3. We survey the parents' needs through our Parent Coordinator and ESL/Bilingual teachers. We communicate orally as well as in written form to determine their specific needs. The parent coordinator meets with the parents during our adult ESL class, workshops and PTA meetings in order to determine their needs and inform them of their rights and responsibilities. Additionally, a monthly Newsletter provides information from the Parent Coordinator as well as the ESL instructors and administrators. We maintain an open door policy for parents to continually help us access what is working and what other programs we need to explore.
 4. The activities including parental involvement provide the parents with the opportunity to interact with administrators, teachers and other staff but most importantly with other parents and students. This provides the parents with a social non-threatening forum where they can learn, exchange ideas and voice concerns. Overall, parent participation fosters a strong school-community bond, which results in higher quality education and more culturally sensitive environment for our ELL population.

E. Additional Information

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

Part VI: LAP Assurances

School Name: William Hallet

School DBN: 076

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary Carole Schafenberg	Principal		1/1/01
Lisa Stone	Assistant Principal		1/1/01
Simone Singleton-Garcia	Parent Coordinator		1/1/01
Susan Homberger	ESL Teacher		1/1/01
Ms. Morse-Garcia	Parent		1/1/01
Margarita Mistakidis / All	Teacher/Subject Area		1/1/01
Christina Rivera / All	Teacher/Subject Area		1/1/01
Karen Olszewski	Coach		1/1/01
	Coach		1/1/01
Charlotte Scharff	Guidance Counselor		1/1/01
Nancy DiMaggio	Network Leader		1/1/01
Debbie Herson	Other <u>Related Service</u> <u>Prov</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q076 School Name: William Hallett

Cluster: 2.02 Network: Despina Zaharakis

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 speaking parents wish to communicate in and to receive correspondence 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.

Our school's written translation and oral interpretation needs are Spanish , Arabic, Bengali, Urdu,Pashto, Portuguese, Urdu, and Thai.The findings are reported to the school community by the ESL Coordinator, who ensures that all parents receive communication in the language stipulated in the Home Language Survey.

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.

All school correspondence that is sent to the community is translated and printed in other languages to facilitate understanding by the recipients. The school communications are delivered in a timely fashion as they are translated 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.

Oral interpretation services are provided to our parent/community during all meetings including PTA and Parent/Teacher Conferences. Due to the great cultural diversity of our school, this service is provided in house by school staff and parent volunteers. We have found that our parents are satisfied with the service provided and continue to meet their needs under our "open door" communication 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>.

Within 7 days from a student's enrollment, our school determines the primary language spoken by each parent and whether language assistance is required to effectively communicate with our staff. Once we determine the language needs, we identify the in house staff who can accommodate those needs and ask for their assistance. If language support for a specific language is not available, we reach out to parent volunteers and finally to outside vendors.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: <u>P.S.76Q</u>	DBN:
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: <u>Extended Day</u>	
Total # of ELLs to be served: <u>88</u>	
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> 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 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	
Total # of teachers in this program: <u>4</u>	
# of certified ESL/Bilingual teachers: <u>1</u>	
# of content area teachers: <u>1</u>	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S.76Q is a school with a culturally diverse population located in a low socio-economic level neighborhood. Our ESL program includes a Transitional Bilingual Program for grades 1-5 and a Free Standing ESL Program for grades K-5. We have 3 ESL certified teachers and 1 certified bilingual teacher currently servicing our 88 ELLs. We continue to provide targeted lessons for ELL's in reduced-size classes of 2 to 5 students for 3rd, 4th, and 5th grade respectively, during extended day (Monday and Tuesday, 2:20 - 2:57 pm). We also continue to implement push-in services for 14 Kindergarten and 16 First Grade ELLs for 9 periods a week. Additionally we provide supplemental direct small group instruction for 2 periods a week to our ELL's in small groups of 2 to 5 students. Newly arrived ELLs are pulled out by ESL teachers for the entire day and are provided all language and content area lessons with support in their native language by the ESL teachers or another staff member if necessary. Our Multi-Cultural Festival for 2013 was a great success providing an opportunity for the ELL population to showcase their cultural heritage through literature, songs, dances, music, arts, crafts and food. It also allowed the staff, parents and students at P.S.76Q to come in contact and learn from the wealth of cultures represented at our school. The Festival was not only enjoyable but educationally rewarding to all. For this reason we have planned a Multi-Cultural event for the end of this school year. As in the past, we will involve all P.S. 76Q staff, administration, parents and our adult ESL students. The coordination will take place every Friday from 7:00 to 8:00am beginning January 8, 2014 and ending the day of the Festival. We have set a tentative Festival date of June 14, 2014 (Flag Day). Parents, teachers and students will provide ethnic dishes, emblems and music for that date. We have allocated \$300.00 for any additional expenses. A Saturday Tutoring Program for the NYSESLAT has been scheduled for this year. The program will be taught by 1 certified bilingual teacher and 5 certified ESL teachers. The program will consist of 3-hour sessions for all grades (K-5) with 6 groups of approximately 10 students in each group for 5 Saturdays starting on March 15th, March 22nd, March 29th, April 5th, and April 26th. During these sessions the students will receive instruction in listening, speaking, reading and writing, using grade level appropriate materials. Also, allocated will be 1 supervisor for these 5 Saturdays. We will continue to use Getting Ready For NYSESLAT and Beyond by Atanasio and Associates for grades K, 2, 4, and 5. We will continue to use Empire State NYSESLAT by Continental Press for grades 1 and 3. These materials supplement the classroom teacher's materials and provide the students with the 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: Our rationale is that well trained teachers create well performing students. For this reason our teachers are provided with Professional Development opportunities. The teachers who service our ELLs receive high-level training in various areas including Reading Skills and Questioning Technique, Direct Instruction, the Danielson Framework, Lesson Planning, Time Management, School Procedures, Response to Intervention, 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, from Literacy Support Services has been hired for 10 days from 8:00am to 3:00pm for the year 2013 - 2014 beginning on November 1, 2013 and ending January 15, 2014. This trainer works with all Special Ed / ESL teachers to provide literacy support. Every Wednesday and Thursday from 2:20 - 3:00pm we meet for inquiry work and workshops. Workshops include lessons on questioning, actively engaging students, differentiating instruction, and interpreting data. Teachers (classroom, ESL, service providers) meet to share best practices, receive updates on pedagogical and other matters and most importantly utilize this knowledge to focus on the needs of our students. The Literacy Coach gives support to all teachers through conferences, modeling of lessons and Professional Development. Supervisors meet with ESL teachers in monthly grade meetings and monthly faculty conferences and as needed. The following PDs have been offered so far this year:

1. Danielson Overview, September 3, 2013 from 9:30 - 11:30AM (Full Staff) Presenter: Mrs. Schafenberg
2. Curriculum Planning, September 3, 2013 from 12:30-1:15PM (ESL teachers) Presenter: Mrs. Stone
3. Literacy Overview, September 4, 2013 from 8:00-10:00AM (Full Staff) Presenter: Mrs. Olszewski
4. Lesson Writing, September 11, 2013 from 2:20-3:00PM (Full Staff) Presenter: Mrs. Davi
5. ELA Assessments, September 12, 2013 from 2:20-3:00PM (Full Staff) Presenter: Mrs. Olszewski
6. BRT Meeting, September 12, 2013 from 9:00-10:00AM (BRT Staff) Presenter: Mrs. Stone
7. Highly Effective Lessons, September 18, 2013 from 2:20-3:00PM (Full Staff) Presenter: Mr. Marchand
8. Danielson Overview, September 25, 2013 from 2:20-3:00PM (Full Staff) Presenter: Ms. Schafenberg
9. Domain One, October 2, 2013 from 2:20-3:00PM (Full Staff) Presenter: Ms. Di Maggio
10. Teacher Effectiveness, October 3, 2013 from 2:20-3:00PM (Full Staff) Presenter: Ms. Schafenberg
11. Focusing on Achievement, October 4, 2013 from 2:00-3:00PM (Full Staff) Presenter: Ms. Soroghan
12. School Assessment Team, October 9, 2013 from 2:20-3:00PM (Full Staff) Presenter: Mr. Reid
13. SESIS Overview, October 11, 2013 from 10:00-11:00AM (SpEd Teachers) Presenter: Ms. Soroghan
14. Junior Great Books, October 16, 2013 from 8:00-3:00PM (K Teachers) Presenter: Ms. Cohen
15. Go Math, October 16, 2013 from 2:20-3:00PM (Full Staff) Presenter: Mrs. Calabrese
16. Go Math, October 17, 2013 from 2:20-3:00PM (Full Staff) Presenters: Ms. Turansky & Rivera
17. Junior Great Books, October 21, 2013 from 8:00-3:00PM (K Teachers) Presenter: Ms. Cohen
18. Depth of Knowledge, October 23, 2013 from 2:20-3:00PM (Full Staff) Presenter: Mrs. Olszewski

Part D: Parental Engagement Activities

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

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

Begin description here:

At P.S.76Q, we believe that the success of our students greatly depends on the parents' inclusion in their educational experience. This philosophy is even more valuable in the case of our ELL students. As the

Part D: Parental Engagement Activities

majority of our parents lack strong English language skills, we provide translation services to ascertain their awareness of student rights and responsibilities. As the home language of our largest ELL population is Spanish (90%), all school communications are sent out in English and Spanish. We are also providing translation to parents in Arabic. Translation in other languages is 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, and cooking classes. These activities are designed to offer parents the knowledge and tools necessary in providing a healthier, higher quality and risk free environment for their children. Providers include Cornell University Medical Center, Health Plus, Family Cookshop as well as qualified school staff. We also provide our parents with weekly ESL classes every Friday from 8:00 to 8:50m A.M. These classes not only provide English instruction but also familiarize approximately 12 parents with the school environment and help to strengthen school-community relations. We have ordered 15 copies of Longman Side by Side Plus book 2 in order to assist in their English Competency and to provide practice in social and professional interactions. The parents in the ESL adult class work with the ESL teachers to organize cultural activities such as Hispanic History Week, where students join parents to celebrate and share the wealth of experiences provided by each distinct culture. At the end of the school year, our parents, ESL / Bilingual teachers, administration and all our staff organize a Multi-Cultural Festival providing food, entertainment and a variety of wonderful displays of the cultures represented at our school. We always encourage parents, students, teachers and administration to work together in strengthening community-school relations so that we can provide a warm and welcoming environment for our ELL students.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		