



P.S. 76Q
THE WILLIAM HALLETT SCHOOL
THE MAGNET SCHOOL FOR HEALTH AND WELLNESS

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 30Q076

ADDRESS: 36-36 10 STREET

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 76Q **SCHOOL NAME:** The William Hallett School

SCHOOL ADDRESS: 36-36 10 Street Long Island City, New York 11106

SCHOOL TELEPHONE: 718 361-7464 **FAX:** 718 361-8014

SCHOOL CONTACT PERSON: Karen Olszewski **EMAIL ADDRESS:** kolszew@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Karen Olszewski

PRINCIPAL: M. Carole Schafenberg

UFT CHAPTER LEADER: JoAnne Kase

PARENTS' ASSOCIATION PRESIDENT: Tracey Morse-Garcia

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Nancy DiMaggio

SUPERINTENDENT: Phil Composto

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
M. Carole Schafenberg	*Principal or Designee	
JoAnne Kase	*UFT Chapter Chairperson or Designee / Clusters, ESL, AIS	
Tracey Morse-Garcia	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	Chair/ General Ed Pre-K - 2	
Joyce Davi	Member/ General Ed 3 - 5	
Demetra Collazo	Member/ Special Ed K - 5	
Debbie Lacayo	Member/ Parent	
Sandra McKenna	Member/ Parent	
Xenia Fana-Rosario	Member/ Parent	
Rita Rodgers	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 76Q, The William Hallett School, is located in the Long Island City section of Queens, New York. The mission of P.S. 76Q Queens is to provide a fully differentiated, data driven instructional program that incorporates literacy, mathematics, science, social studies and technology while utilizing the cultural resources that are the core of our society. With the cooperation of the parents and community - based organizations, our role is to encourage self-respect as well as respect for others and to promote an appreciation of cultural diversity. This pre-kindergarten to fifth grade school serves a population of 599 students from diverse backgrounds. P.S. 76Q strives to present an inviting, kid-friendly environment. The colorful bulletin boards proudly display examples of the students' wonderful work.

P.S. 76Q has been selected as one of the District 30 sites for the newly awarded federally funded magnet school programs. Last spring, with the collaboration of the entire school community, a magnet school proposal was written and submitted. P.S. 76Q will be known as The Magnet School for Health and Wellness. Our new school wide focus will be on promoting healthy living. Students, teachers and parents will be engaged in many exciting activities. A partnership with a Federal Food and Nutrition Program entitled, "Cook Shop", will be expanded. Selected classes will receive lessons on proper nutrition. Parents will also be invited to cooking sessions. A greenhouse will be constructed in our newly renovated playground that is due to be unveiled in 2011. All curriculum areas will be enhanced to incorporate our new magnet theme. Our science lab has been upgraded so as to provide our students with more hands on experiences. The lab is also equipped with student lap top computers. Our full size gym allows for Physical Education classes to be attended by all students. These classes serve to instill ways for healthy living while presenting lessons in sportsmanship and cooperation.

Upgrading technology continues to be a priority at P.S. 76Q. Our teachers and students fully utilize it in a wide range of subject areas. Students are given the opportunity to advance their skills in literacy and math by visiting the three computer labs and the fully equipped library. Advances in technology have offered more ways to differentiate instruction. Classrooms are also equipped with computers and SMART boards.

Collaborations with community - based organizations such as the East River Development Association and LEAP, give students opportunities to learn about future career choices, violence prevention or ways to become leaders in their community. Last spring, in collaboration with NY Cares, a beautiful mosaic was created for the school lobby and the walls surrounding the small school yard were repainted with a elaborate sports theme. They also planted flowers and vegetables as well as donating a greenhouse. Through a program with NY Cares, Harley, the dog, will continue to visit selected classrooms during the week. The students read to Harley and learn how to properly interact with an animal. The students write and draw about their experiences with Harley. These types of collaborations are always welcomed at P.S. 76Q.

At P.S.76Q, we believe that the education of our students does not commence at the end of the school day. We try to foster a close knit working relationship with our parents. Activities, such as Family Math Game Night, the annual PTA Holiday Sing Along, the Spring Carnival, Movie Nights and the Halloween Parade offer parents the opportunity to participate as vital members of the school community. The annual Jump Rope for Heart campaign, organized by the physical education teachers, raises money for the American Heart Association. During the month of November, our very successful yearly food drive is held. Students donate nonperishable foods to City Harvest Inc. food bank. The St. Jude's Math-a-thon allows students the opportunity to practice their math skills as they raise money for this very important organization. The Literacy/Math Fair Week allows parents the opportunity to visit the school and view class exhibits that represent the differentiated literacy and math curriculums. Career day has been incorporated into this week long event. The School Events Committee will continue to organize special activities including Pajama Day and Crazy Hat Day. The entire school community actively supports these events and others similar to these, contributing to their great success.

“Working Together Today For A Better Tomorrow”

SECTION III – Cont'd

SEE ATTACHMENT

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT													
School Name:													
District:		DBN #:		School BEDS Code:									
DEMOGRAPHICS													
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7				
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded							
Enrollment:				Attendance: % of days students attended*									
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10						
Pre-K													
Kindergarten													
Grade 1				Student Stability: % of Enrollment									
Grade 2				(As of June 30)	2007-08	2008-09	2009-10						
Grade 3													
Grade 4													
Grade 5				Poverty Rate: % of Enrollment									
Grade 6				(As of October 31)	2007-08	2008-09	2009-10						
Grade 7													
Grade 8													
Grade 9				Students in Temporary Housing: Total Number									
Grade 10				(As of June 30)	2007-08	2008-09	2009-10						
Grade 11													
Grade 12													
Ungraded				Recent Immigrants: Total Number									
				(As of October 31)	2007-08	2008-09	2009-10						
Total													
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number									
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10						
Number in Self-Contained Classes													
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions									
Number all others				Superintendent Suspensions									
<i>These students are included in the enrollment information above.</i>													

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals				
(As of October 31)	2007-08	2008-09	2009-10					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<u>Differentiated Accountability Phase (Check ✓)</u>			<u>Category (Check ✓)</u>				
			Basic	Focused	Comprehensive		
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)				
	ELA:		ELA:				
	Math:		Math:				
	Science:		Grad. Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate**
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							
Key: AYP Status							
✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
✓ ^{SH}	Made AYP Using Safe Harbor Target	–	Insufficient Number of Students to Determine AYP Status				
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>							
<i>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>							
<i>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</i>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
Note: Progress Report grades are not yet available for District 75 schools.			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

ELA PERFORMANCE TRENDS:

As reflected on our 2009-2010 Progress Report, the percentage of students at proficiency level has decreased from 63.6% to 38.8% which is 34.2% of the way to our Peer Horizon of 87.3%. The percentage of students making at least 1 year of progress has increased from 70.9% to 71.5%. This is 66.9% of the way to our Peer Horizon of 82.2%.

The school has received almost double the amount of extra credit (11.5) than last year for closing the achievement gap. This is especially evident with respect to our ELLs, SWDs and our students in the lowest third citywide. Our ELLs continue to make significant growth (71.4%).

Even though our ELLs and SWDs have made progress we did not make our AYP due to a severe reduction in the percentage of students at proficiency level. Self-Contained students and SETSS groups are having greater difficulty making exemplary gains as reflected in the 2009-2010 Progress Report.

We will continue monitoring the progress of our SWDs and ELLs as well as providing additional supports for our SWDs, ELLs, and former ELLs. Our Inquiry Teams are targeting these two subgroups and using data analysis collected through the Reading Indicator - skills analysis, E-CLAS, Performance Series and Predictive Assessments to monitor their progress.

MATH PERFORMANCE TRENDS:

Achievement in the area of mathematics has historically been strong but in 2007-2008 some concerns were raised with respect to certain student groups.

As reflected on our 2009-2010 Progress Report, the percentage of students at proficiency has decreased from 85.9% for 2009 to 55.9% which is 36% of the way to our Peer Horizon of 100%. The percentage of students making at least 1 year of progress has increased from 68.7% to 79%.

The school received additional credit (9 points) for closing the achievement gap with respect to the ELLs, SWDs and students in the lowest third citywide. This is 6.75 more points than that which was received in 2008-2009. The CTT and Self-Contained groups appear to be making exemplary gains.

According to the NCLB/SED accountability status, all student groups (6 out of 6) have met the school's AYP in mathematics. We will continue to monitor the progress of the Students With Disabilities group and the ELLs group.

SCIENCE PERFORMANCE TRENDS:

Our fourth grade students consistently meet the test performance criterion in science. The students also meet the criterion for participation rate. In 2006 – 2007, the Hispanic and Economically Disadvantaged student groups qualified for Safe Harbor. In 2007 – 2008, the Economically Disadvantaged student group qualified for Safe Harbor. In 2008-2009 the Hispanic, Black and Economically Disadvantaged student groups all qualified for Safe Harbor. Again this year, the student groups all qualify for Safe Harbor. The use of science as a safe harbor is very instrumental in achieving our AYP in ELA. Therefore, we feel it is imperative to maintain a high standard of science instruction in all grades. We continue to implement the new Science Core Curriculum. We are carefully monitoring the quality of our science instruction in grades Pre – K through grade 5.

- GREATEST ACCOMPLISHMENTS:

As indicated in the latest Quality Review, one of P.S. 76's greatest accomplishments is that the school staff knows their students well and has high expectations for their academic and personal development. This is also reflected in the 2010 Learning Environment Surveys. The school collects and uses a wide range of data so as to create a clear picture of the individual student's strengths and weaknesses. This data allows the teachers to better differentiate instruction. Small class size also contributes to the teachers' ability to differentiate instruction. Teachers also carefully monitor individual student progress so as to better understand student achievement. Students in the greatest need of improvement are identified through data analysis in a timely manner and are provided with a variety of intervention support services. Another accomplishment is our high student attendance rate which continues to increase yearly as reflected on the Progress Report. Technology grants have made it possible for the school to purchase additional SMART boards, upgrade computer labs and provide software for differentiated instruction. We have begun a new venture in the life of P.S. 76Q. We have been selected as one of District 30's sites for the new federally funded magnet school program. P.S. 76Q will be known as The Magnet School for Health and Wellness. The entire school community is very excited about having the opportunity to work together to enrich our present educational programs so as to encourage more students to join us at P.S. 76Q.

BARRIERS TO CONTINUOUS IMPROVEMENT:

The disproportionate percentage of SWDs (33%) is our greatest barrier to continuous improvement. Our goal is to have our SWDs group meet the AYP without having to use Safe Harbor. An increasing number of ELLs has also raised concerns. The number of students receiving Level 4 in ELA and Math has decreased over the last few years. Due to our concerns and by examining the trends reflected in the data (Progress Report and ARIS) the following practices were put forth by the school community:

- The Inquiry Team has selected the target groups of SWDs, ELLs and former ELLs as their school focus. Vocabulary development will be examined and assessments created to track students' progress. Through collaboration, strategies will be compiled and distributed by grade.
- We have implemented more supports for these target groups such as professional development for Special Education and ELL teachers.
- SMART board training for teachers is being provided as an additional way to differentiate instruction especially with respect to our SWDs and ELLs.
- A new CTT model which includes: General Education, Special Education and ELLs continues to be implemented in grades 2 through 5.

- **SECTION V: ANNUAL SCHOOL GOALS**

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

ANNUAL GOAL	DESCRIPTION
1. SMART GOAL - By June 2011, The Students with Disabilities group will demonstrate 1 year of progress in ELA performance as reported in the Progress Report.	After a review of our NCLB/SED accountability status, it was identified that our SWD subgroup had not met the AYP in ELA. Therefore, it was determined by the Inquiry Team that one of our school's goals should be to focus on improving the performance of our SWD subgroup.
2. SMART GOAL - By June 2011, the ELL student group will demonstrate 1 year of progress in ELA performance as reported in the Progress Report.	After a review of the data by the Inquiry Team, it was determined that our ELL subgroup and the former ELL group (Proficient students) are making gains in closing the achievement gap. It was decided that continued support would be provided for this group using differentiated instruction to insure these results.
3. SMART GOAL - By June 2011, the percentage of Students with Disabilities group will demonstrate an increase by at least 1 proficiency level in mathematics as reported in the Progress Report	After reviewing the data reflected in the Progress report, it was determined that this student group had shown some gains in mathematics, especially with respect to the CTT and Self-contained students. Therefore, it was determined that the focus should be on implementing specific teaching strategies to better meet the needs of this student group.
4. SMART GOAL - By June 2011, the whole school Attendance Rate will improve by at least 1% as indicated by the school's Annual Attendance Report.	After reviewing the attendance data on the Progress Report, the SLT noted that we have a consistently high rate of attendance and should try to promote this achievement so that we can reach our Peer Horizon of 95.9%

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V.

Subject/Area (where relevant): English Language Arts

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, The Students with Disabilities group will demonstrate 1 year of progress in ELA performance as reported in the Progress Report.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Professional development will be provided to the teachers with a focus on differentiating instruction to better meet the needs of the SWD target group. The Schools Attuned methodology will continue to be implemented. Professional development for paraprofessionals will be provided and articulation time will be scheduled. SMARTBOARD use will be fully implemented as an additional tool for differentiation. Student data will be used to develop specific strategies to better drive instruction. AIS will be provided for the SWD group. Cluster teachers will also examine the data so as to address the strengths and weaknesses of the target group. The SLT Literacy subcommittee and the Inquiry Team will be focusing on vocabulary development so as to increase comprehension.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	Professional development will be provided by the AP - TL FSF Schools Attuned free days The Data Inquiry Team will meet twice a month with representation from each grade. – TL Children First Initiative Faculty and grade conferences will also provide opportunities for teachers to share “best practices” across the grade.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	The Reading Indicator assessment will be given 3 times this year in October, January and March. It will initially be used as a benchmark and for skills analysis. The Performance Series assessment will be given in November, February and April. These diagnostic results will be used to differentiate instruction so as to more effectively meet the students’ needs in ELA. Weekly teacher generated assessments will also be used to track the progress of the students as the specific strategies are implemented.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V.

Subject/Area (where relevant):

English Language Arts

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, the ELL student group will demonstrate 1 year of progress in ELA performance as reported in the Progress Report.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Professional development conducted by the CFN Content Specialist will be provided to ESL and Bilingual teachers. The focus will be on differentiating instruction and using appropriate strategies so as to meet the needs of the ELL target group. Continued use of CTT settings for placements of ELLs will provide students with the added support of 2 teachers. AP will act as primary staff developer and conduct grade level conferences. Cluster teachers will increase use of differentiated instruction and focus on vocabulary development through the use of visuals. Use of student data for goal setting will be ongoing throughout the year. The ESL push in/pull out program will continue to provide support services. SMARTBOARDS will offer increased opportunities for the students to be more engaged in the lessons.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	CFN Content Specialist funded through TL Children First Network AP funded through TL FSF ESL teachers funded through TL FSF and Title IIA Supplement Bilingual teachers funded through TL FSF
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	The NYSESLAT 2009-2010 results will be reviewed to find trends and to examine individual students' areas of need. The Reading Indicator assessment will be given 3 times this year in October, January and March. A skills analysis report will be generated. The Performance Series will be used to help differentiate instruction so as to more effectively meet the needs of the Advanced and Proficient ELL students. Weekly teacher generated assessments will be used to track the students' progress.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V.

Subject/Area (where relevant): Mathematics

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, the percentage of Students with Disabilities group will demonstrate an increase by at least 1 proficiency level in mathematics as reported in the Progress Report
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Analysis of student data will continue with a focus on the trends in student math performance. There will be an increased use of hands-on activities and manipulatives during instruction as prescribed by the Everyday math curriculum. More emphasis will be placed on select areas of the EDM curriculum with a focus on small group instruction and problem solving. Professional development will be provided for paraprofessionals to enhance their use of learning strategies. Parent workshops on how to better assist students at home will be conducted by CFN Content Specialists. Math workshops conducted by Hunter College will be attended by classroom teachers and then turn-keyed to peers. The SLT Numeracy subcommittee will work on strategies to better assist teachers as they formulate monthly goals for the target group.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	CFN Content Specialist funded through TL Children First Network Hunter College grant Absence coverage for teachers attending workshops funded through Title I SWP
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	The EDM year end assessment (June 2010) and the NYS Math assessment will be used to target the students in need. A skills analysis will be conducted using these tools. The Performance Series assessment will be given in November, February and April. These diagnostic results will be used to better identify the students' strengths and weaknesses. A combination of EDM unit assessments and teacher generated assessments will track the interim progress of the target group.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V.

Subject/Area (where relevant): Attendance Rate

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, the whole school Attendance Rate will improve by at least 1% as indicated by the school's Annual Attendance Report.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	We will continue tracking the students' weekly attendance. The Parent Coordinator will make phone calls to the students' homes. The Pupil Accounting Secretary will produce monthly attendance reports. The Attendance Teacher will continue to make home visits. The SLT Attendance subcommittee will continue to analyze the data and work on strategies to improve the attendance rate. Monthly incentives for perfect attendance will be given to the students. Classes with the highest monthly attendance rate are announced to the school community and a sign is placed outside the classroom door. A bulletin board is created to celebrate this achievement. A mid year trip for students with perfect attendance will be planned. A year end Perfect Attendance Barbecue is held for students
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	Parent Coordinator funded through TL Parent Coordinator Attendance Teacher funded through AIDP Attendance Pupil Accounting Secretary funded through TL FSF Celebration and incentives funded by Title I SWP
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	The Pupil Accounting Secretary tracks and creates monthly student attendance reports. Class attendance reports are distributed and displayed. The SLT Attendance subcommittee reviews and analyzes the monthly attendance data looking for school trends. Data is reported to the administration and shared with the entire school community. Data is reported to the parents through the school newsletter and at monthly PTA meetings. The gains will be reflected in the 2010-2011 Progress Report.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	15	15	N/A	N/A	0	0	0	1
1	63	63	N/A	N/A	0	0	0	0
2	60	60	N/A	N/A	0	0	0	1
3	62	62	N/A	N/A	0	0	0	0
4	60	56	13	0	5	0	3	1
5	37	26	13	1	1	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Provide small group instruction – Wilson Programs and differentiated instruction to meet the needs of the students. During the school day – 1 period / 4 times per week – grades K– 5 Extended Day – Monday to Thursday 37 ½ minutes each day – grades 1 -5
Mathematics:	Provide small group instruction with the use of Everyday Math, hands – on and center activities to meet the individual needs of the students. During the school day – 1 period / 4 times per week – grades K -5 Extended Day – Monday to Thursday 37 ½ minutes each day – grades 1 - 5
Science:	Designated AIS teacher will provide remedial instruction in science by reading expository text. During school day – 1 period / 3 times a week to grade 4 students.
Social Studies:	Designated AIS teacher will provide remedial instruction in social studies by reading expository text. During school day – 1 period / 3 times a week to grade 5 students.
At-risk Services Provided by the Guidance Counselor:	Students in need of counseling can attend small group sessions or one-on-one sessions. During the school day as needed.
At-risk Services Provided by the School Psychologist:	Students in need of counseling can attend small group sessions or one-on-one sessions. During the school day as needed.
At-risk Services Provided by the Social Worker:	Students in need of counseling can attend small group sessions or one-on-one sessions. Parent/Teacher consultations and crisis intervention are provided as needed. During the school day counseling provided as needed.
At-risk Health-related Services:	Students with health related issues that might impact their academic progress are tracked and provided with support as needed.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

X We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) **K - 5** Number of Students to be Served: 110 LEP 0 Non-LEP

Number of Teachers 6 Other Staff (Specify) **6 Educational Assistants**

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of

program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

At P.S. 76, Queens, students not testing out on the LAB-R or NYSESLAT are provided with programs offering assistance in the skills needed to assure academic success. The general education ESL class in Kindergarten is taught by an ESL teacher and grades 1-5 are serviced by the Push in ESL teachers. The ESL teachers articulate weekly with the classroom teachers to plan the ELA and Math lessons so as to meet the needs of the ELL students. ELLs in K-5 CTT classes and Special Education ELL students K-5 are also serviced by Push in ESL teacher, as mandated by IEP and CR Part 154 Regulations and as per the NYC Department of Education Language Allocation Policy Guidelines. All beginner and intermediate ESL students receive 7 periods of ESL services per week. The advanced students receive 4 periods of ESL per week throughout the year. There are 3 TBE classes with two grades per class. The classes are taught by licensed bi-lingual, special teachers. The IEP provides the teacher with the necessary accommodations needed to drive instruction.

Proposed Instructional Plan to help students become more proficient on tests:

We will provide Saturday Academy using our 6 certified ESL and bilingual teachers to provide extra support for our ESL students. This will begin on April 2 and continue to May21 from 9:00 to 12:00 on Saturdays. These Saturdays will be devoted to helping our K to 5 students become better prepared for the NYSESLAT test and our Grade 3 to 5 students be better prepared for the NYS ELA and Math tests. English instruction will be reinforce using the four modalities – speaking, listening, reading and writing.

Instructional materials used to support the learning of all our ELLs is as follows:

- Pearson Kindergarten
- Implementing Longman Corner Stone Series Grades 1-5
- Wilson – Level 1 students identified as being in need
- FUNDATIONS K-2
- Balanced Literacy – TC and McGraw Hill supplement
- Enrichment Reading through technology K-1
- Sounds and Motion
- Everyday Math (English for General Ed/Spanish for Special Ed TBE)
- Math Steps (English for General Ed/Spanish for Special Ed TBE)
- Math Steps K- 5

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The bilingual/ESL teachers attend the same staff development, as do the monolingual teachers with a focus on improving student achievement. The workshops are conducted by our ELL CFN Content Specialist. All professional development is aligned with our CEP and the NYS standards so that teachers may learn how to better meet the needs of our students. Data is reviewed with the individual teachers. During monthly grade conferences teachers discuss the data and how to best move their classes forward. These conferences are held individually. This information is utilized to identify the individual needs of the students so that we may provide a Saturday Academy to focus on their needs. Materials are purchased accordingly.

Topics for professional development include:

- Standardized testing for ELLs: NYS ELA , Math, Science, Social Studies, ECLAS
- Effective literacy strategies for ELLs
- Differentiated instruction
- Everyday Math for the TBE and ESL classroom
- Use of leveled English and Spanish libraries
- Technology in the TBE and ESL classroom
- Guided Reading / Shared Reading / Interactive Writing
- Data analysis
- Reading and Writing Workshop model including accountable talk
- Vocabulary development
- Use of visuals in teaching
- NYSESLAT training
- Acuity assessment training

Section III. Title III Budget

School: P.S. 76Q

BEDS Code: 343000010076

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)	\$4200.00	84 hours of per session for 7 ESL teachers to support ELL students in language development: 84 hours x \$49.89 = \$4200.00 54 hours of per session for 3 ESL teachers to support ELL students in reading and math: 54 hours x 49.89 = \$2694.00
- Per session	\$2694.00	
- Per diem		
Purchased services		
- High quality staff and curriculum development contracts.		
Supplies and materials	\$3220.00	“Getting Ready for NYSESLAT and Beyond” 115 books from K to 5 Longman Cornerstone Level B – 30 grade 1 books “Phonics” – Modern Curriculum Press “Explode The Code” Book A – 5 and Book B – 30 “Side by Side” Molinsky aand Bliss – 8 copies
- Must be supplemental.	\$1800.00	
- Additional curricula, instructional materials. Must be clearly listed.	\$5000.00	
	\$ 586.00	
	\$ 160.00	
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$17,660.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	374,018.00	14,207.00	388,225.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,740.18	142.07	3,882.25
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,700.90	*	
4. Enter the anticipated 10% set-aside for Professional Development:	37,401.80	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 87.7%
6. If the percentage of high quality teachers during 2010-2011 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
Workshops and guidance is provided to teachers so that they will become fully licensed in their area of instruction. They are also provided with "buddy" teachers that are well experienced. Funding is also available to assist with the cost of licensing.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

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

SCHOOL – PARENT INVOLVEMENT POLICY

The PS 76 William Hallett School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
2. Involve parents in the joint development of any school wide program, in an organized, ongoing and timely way.
3. Hold an annual meeting to inform parents of the school's participation in the Title I, Part A programs and to explain the Title I, Part A requirements, and the rights of parents to be involved in Title I, Part A programs. The school will conduct the meeting as part of their monthly PTA scheduled meeting. This will be at a convenient time so that as many parents as possible will be able to attend. The school will send home a notice to invite all parents of children participating in Title I, Part A programs to attend.
4. Provide information to parents of participating students, in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math and English language arts.

8. Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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 2010 – 2011 school year.

Required School-Parent Compact Provisions

School Responsibilities

PS76Q will:

- 1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - PS 76 will hire the most qualified teachers available in each license area.
 - PS 76 will support their teachers with effective professional development.
 - PS76 will foster open communication with all parents re: the progress of their children.
- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Specifically, those conferences will be held in November and March and on an individual basis when needed.
- 3. Provide parents with frequent reports on their children's progress**
 - Specifically, the school will provide reports as follows:
 - Reports are sent home via report cards, progress reports, individual daily reports as well as letters from the Chancellor.
- 4. Provide parents reasonable access to staff.**

Specifically, staff will be available for consultation with parents as follows:

All parents are free to meet with any teacher before/after school, and on the teacher's preparation period during the school day.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,
is as follows:

Parents may go for training and become a "Learning Leader".

Parents are urged to become a class mother, escort classes on trips and by appointment can observe the class.

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*

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and 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 to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A comprehensive needs assessment was conducted by our Inquiry Teams and SLT. We reviewed the school's Progress Report and our NCLB/SED accountability report. Performance trends in ELA, Math and Science were examined. Recommendations from the latest Quality Review were also used to identify our target groups.

A full needs assessment is addressed in Section IV found on pages

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

A complete list of the school's Annual SMART goals and the action plans for 2010-2011 is addressed in Section V found on Pages 14-18 . The Academic Intervention Services summary Appendix 1 Part B can be found on page 21 .

3. Instruction by highly qualified staff.

As of September 2010, 87.7% of the teachers are certified and licensed in the appropriate areas.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development is conducted by CFN Content Specialists and administration. Modeling of lessons and instructional materials are available for all teachers. Mentoring is provided to new teachers by experienced staff. Opportunities for inter – visitations and collaboration is offered on a weekly basis.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We encourage student teachers to do their fieldwork at the school. When they are licensed, we offer them opportunities to work as substitutes. This allows us to attract newly qualified teachers. A supportive staff and a pleasant atmosphere also helps to attract qualified teachers. Professional development and the opportunities to collaborate with other staff members is also a necessary benefit to attracting teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Parent Involvement Funds have been used to implement workshops to assist our parents in ways to help their children at home. Teachers provide workshops on how to better prepare their children for the NYS assessments. Each September, Meet The Teacher day is held so as to provide parents with information about the expectations for the new school year. Star of the Month and Honor Roll assemblies are held. The parent handbook has been updated and distributed. ESL classes are offered to parents. An active PTA conducts monthly meetings where a variety of speakers present on important parenting topics. The parents are also given an opportunity to discuss any concerns they might have about school issues.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
All preschool students are involved in the activities of the school community. Articulation among teachers during all SLT sub- committee meetings is provided. Pre-Kindergarten teachers are given support services to implement a comprehensive interdisciplinary program that fosters appropriate reading habits, social skills and math foundation. A Family Worker is involved in providing parents with support services in constant collaboration between home and school.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Teachers have been provided with professional development on data analysis so as to better understand the strengths and weaknesses of their students. Training for on- line assessment reports has been provided. Teachers meet on their common preps to discuss data and “best practices”. AIS and other service providers articulate regularly with the classroom teachers. Inquiry Team findings is also reviewed by the teachers
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
The Academic Intervention Services summary is addressed in Appendix 1 Part B.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
The programs that are integrated in our school are:
Guidance/Counseling/IEP Team
AIS Reading
SETSS

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally,

the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			374,018.00	✓	Pages 5-6, 11-17
Title I, Part A (ARRA)	Federal	✓			14,207.00	✓	Pages 5-6
Title II, Part A	Federal	✓			122,053.00	✓	Page 22
Title III, Part A	Federal	✓			17,660.00	✓	Page 24

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title IV	Federal						
IDEA	Federal	✓			104,090.00	✓	Pages 14-17
Tax Levy	Local	✓			644,780.00	✓	Pages 5-6, 11-18, 20-21

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We have identified 6 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
We are planning to set –aside \$ 300 to be used to support the STH population. (\$50 per student)
These funds will be used in the following ways:
 - To provide basic school supplies such as notebooks, pencils, bookbags, etc.
 - To provide for the cost of school trips
 - To provide school uniforms and gym uniformsWe will use our data systems to assess the needs of the STH population and provide the appropriate interventions.
We will use a portion of our Title I Parent Involvement funds to provide supports such as workshops to the parents of our STH population. The workshops will focus on how they can help their child prepare for the state assessments.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 076 William Hallet						
District:	30	DBN:	30Q076	School		343000010076	

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded	v	
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	52	54	54		92.9	93.4	93.1
Kindergarten	104	79	102				
Grade 1	94	99	95	Student Stability - % of Enrollment:			
Grade 2	101	87	90	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	91	90	73		93.5	95.8	91.1
Grade 4	87	89	87				
Grade 5	89	88	71	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		76.7	89.4	89.4
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		11	21	18
Grade 12	0	0	0				
Ungraded	2	15	16	Recent Immigrants - Total Number:			
Total	620	601	588	(As of October 31)	2007-08	2008-09	2009-10
					2	3	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	92	87	89	Principal Suspensions	13	17	14
# in Collaborative Team Teaching (CTT) Classes	62	69	78	Superintendent Suspensions	4	5	6
Number all others	31	22	23				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)

(As of October 31)	2008-09	2009-10	2010-11	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	29	26	TBD	(As of October 31)	2007-08	2008-09	2009-10
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	70	76	TBD	Number of Teachers	75	75	78
# ELLs with IEPs	9	59	TBD	Number of Administrators and Other Professionals	23	25	10

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals	15	11	27
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.6
				% more than 2 years teaching in this school	66.7	64.0	79.5
				% more than 5 years teaching anywhere	50.7	50.7	62.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	91.0	93.0	93.6
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	85.6	87.7	88.3
American Indian or Alaska Native	0.5	0.3	0.3				
Black or African American	30.2	28.6	29.1				
Hispanic or Latino	51.3	51.1	52.6				
Asian or Native Hawaiian/Other Pacific	6.1	6.0	6.5				
White	11.5	12.3	11.6				
Male	53.7	53.9	53.7				
Female	46.3	46.1	46.3				

2009-10 TITLE I STATUS

v	Title I							
	Title I							
	Non-Title							
Years the School				2007-08	2008-09	2009-10	2010-11	
				v	v	v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
	In Good	v	Basic	Focused
	Improvement Year 1			Comprehensive
	Improvement Year 2			
	Corrective Action (CA) – Year			
	Corrective Action (CA) – Year			
	Restructuring Year 1			
	Restructuring Year 2			
	Restructuring Advanced			

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-			
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	-	-				
Students with Disabilities	vsh	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10			Quality Review Results – 2009-10			
Overall Letter Grade:	A		Overall Evaluation:	NR		
Overall Score:	68.2		Quality Statement Scores:			
Category Scores:			Quality Statement 1: Gather Data			
School Environment:	5.9		Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the			Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	8.3		Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the			Quality Statement 5: Monitor and Revise			
Student Progress:	42.5					
(Comprises 60% of the						
Additional Credit:	11.5					

KEY: AYP STATUS

v = Made AYP

vSH = Made AYP Using Safe Harbor Target

X = Did Not Make AYP

– = Insufficient Number of Students to Determine AYP

KEY: QUALITY REVIEW SCORE

U = Underdeveloped

UPF = Underdeveloped with Proficient Features

P = Proficient

WD = Well Developed

NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

OFFICE OF ENGLISH LANGUAGE LEARNERS

GRADES K-12 LANGUAGE ALLOCATION POLICY

SUBMISSION FORM

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2	District 30	School Number 076	School Name William Hallett
Principal Mary Carole Schafenberg		Assistant Principal Lisa Stone/Leonard Di Vittorio	
Coach None		Coach None	
Teacher/Subject Area Ms. Harkinish-Murray - All		Guidance Counselor Charlotte Scharff/Gayle Locker	
Teacher/Subject Area Ms. Mullarkey - All		Parent Ms. Morse-Garcia	
Teacher/Subject Area Ms. Mistakidis - All		Parent Coordinator Simone Garcia	
Related Service Provider Ms. Herson		Other	
Network Leader Nancy DiMaggio		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	590	Total Number of ELLs	110	ELLs as Share of Total Student Population (%)	18.64%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- 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.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

#1. New admits/transfer students to our building are registered by our Pupil Accounting Secretary and checked in ATS for updated information. On the day of a new student's admission, parents of students new to the system are given a Home Language Survey to fill out by our ESL Coordinators, Ms. Mistakidis or Ms. Mullarkey (fully licensed ESL Teachers). The ESL Coordinator, Ms. Mistakidis or Ms. Mullarkey, conducts an oral interview with the parents, in their native language if necessary, to determine whether or not the child is to be tested with the LAB-R. If it is so determined that the LAB-R is to be administered, the ESL Coordinator makes sure that it is done within the 10 days, scored and that the answer document is returned to the ISC. If the student is Spanish speaking, he/she is given the LAB-R Spanish again, within the 10 days from the admission date. If the student fails the LAB-R, the ESL Coordinator speaks to the Assistant Principal in charge of ESL about placing the student in the proper ESL classroom with other ESL students.

Each year we analyze our NYSESLAT results to determine the best course of action to be taken for our ESL students. The assistant principal and 2 ESL teachers meet to analyze the results of the NYSESLAT test from the prior year to find the trends. The NYSESLAT Test results from 2010 revealed that 20 students out of the 114 tested passed and are now proficient. The LAB-R test results revealed that out of 41 tested, 14 passed. The review of the NYSESLAT test results revealed that our students continue to perform better in the Listening/Speaking modalities across grades, with 42% passing this part of the test and 40% achieving the grade of advanced. We have noticed that this is a pattern with our students. Our students continue to have difficulty mastering the Reading/Writing modalities. However, we notice an upward trend in comparison to the results of 2009. The percentage of students passing the Reading and Writing component increased from 10% to 24%, while the advanced scores inched from 25% to 26%. The total scores in the Reading and Writing component improved 15%. While in 2009, 65% of our students received scores of Beginner and Intermediate, in 2010 this percentage decreased to 50%. On further examining our data, we notice that out of the 86 students who had also taken the NYSESLAT in 2009, 41 students increased their score while 37 remained the same and 8 received lower scores. This again indicates an upward trend in our scores, which we hope to reinforce with a greater emphasis on Reading and Writing in our teaching strategies and plans. In September 2010, we planned with our classroom teachers to focus all lessons more on reading comprehension with extended responses. This practice has been incorporated into our Social Studies and Science clusters lessons as well.

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

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

After the orientation, parents return the program selection forms. If the forms are not returned, an appointment is scheduled either early in the morning or after school. Parents are guided in the completion of the selection form based on the parent's preference and discussion, the student is placed in the program. If the requested program is not available at PS 76, parents are given the option to apply to another school.

According to the survey, the majority of the parents choose the ESL Program and that is the program we offer. To date, PS 76 has maintained an alignment between parent choice and program offered.

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

Eighteen parents selected the ESL Program as their first choice

No parent selected the TBE as a first choice

One parent selected the Dual Language Program as a first choice

The parent who selected the Dual language program as a first choice, opted for the ESL program so the student could remain in the designated neighborhood school. We presently do not have any students whose parents wish for them to be in a Dual Language Program.

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

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

other programs we need to explore.

PS 76Q's ESL population is broken down as follows:

Kindergarten – 17 Spanish, 2 Bengali, 2 Arabic, 1 Urdu 1 Polish and 1 Other;

Grade 1 – 20 Spanish, 1 Arabic and 1 other;

Grade 2 – 19 Spanish, 1 Bengali and 1 Other;

Grade 3 – 18 Spanish, 2 Arabic and 1 Other;

Grade 4 – 13 Spanish, and 3 Other; and

Grade 5 – 5 Spanish, and 1 Other .

All ELL students are accommodated according to the level of ability – beginner, intermediate or advanced. All students who are newcomers are provided with ESL instruction daily from a certified ESL teacher all day to learn how to express their basic needs in English and to learn the alphabet and basic vocabulary.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	87	Special Education	52
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	1

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	21	0	21	2	0	2	1	0	1	24
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	64	0	20	22	0	7	0	0	0	86
Total	85	0	41	24	0	9	1	0	1	110
Number of ELLs in a TBE program who are in alternate placement:										

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	8	6	7	2	1								24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	8	6	7	2	1	0	0	0	0	0	0	0	24

Dual Language (ELLs/EPs) K-8																			
Number of ELLs by Grade in Each Language Group																			
	K		1		2		3		4		5		6		7		8		TOTAL
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish																			0 0
Chinese																			0 0
Russian																			0 0
Korean																			0 0
Haitian																			0 0
French																			0 0
Other																			0 0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 0

Dual Language (ELLs/EPs) 9-12																			
Number of ELLs by Grade in Each Language Group																			

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
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	17	12	13	11	11	4								68
Chinese														0
Russian														0
Bengali	2		1											3
Urdu	1													1
Arabic	2	1		2										5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other	1	1	1	1	3	1								8
TOTAL	24	14	15	14	14	5	0	0	0	0	0	0	0	86

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1 to 4 Instruction is delivered as follows: The newcomers in Kindergarten are in an ESL self-contained classroom with a certified ESL teacher. Grades 1 to 5 and all students with an IEP from Kindergarten to Grade 5 receive instruction from a licensed ESL teacher who pushes or pulls out from the class for the designated number of minutes. Beginners and Intermediates receive 360 minutes per week, and Advanced students receive 180 minutes per week. Our three TBE classes have licensed bi-lingual, special education teachers providing the students with instruction. The classes are broken into K/1, 2/3, and 4/5. All groups are heterogeneously grouped. After the first NYSESLAT Assessment is given, the results are used to determine the amount of time needed based on individual needs. All beginner and intermediate students receive 360 minutes per week but some students need more time to help them become more proficient with the English language. This is done by individual needs. All students receive their required time and then some to continue the language development and assist in the content area understanding. All of our long term ELLs are in Special Education self-contained classes. The student's individual needs are as per their IEPs. Some IEPs have students being X-coded, others have students put into or taken out of bilingual classes but we continue to acknowledge the need for language development in every classroom the student's visits.

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

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

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

PS 76 is fortunate enough not to have SIFE students.

Any SIFE students would receive:

Differentiated instruction

Individualized help

ESL instruction for 50minutes,10 periods a week

AIS in literacy

Extended Day: 37.5 minutes/4 days a week

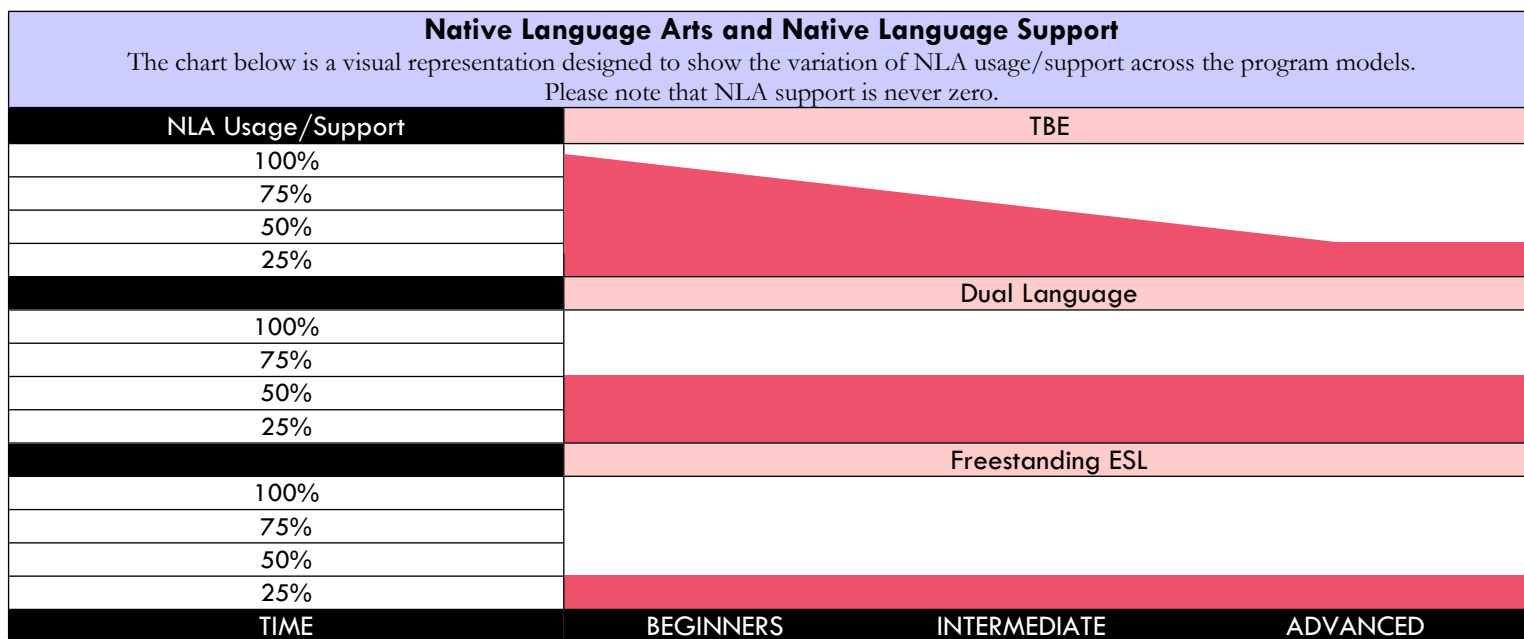
Steinway Mental Health and Guidance department

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5 to 14 The plan for all newcomers to this country is for them to receive Comprehensive ESL instruction with a certified ESL teacher for most of the day. This provides our newcomers with a basic understanding of English and a way to help them provide for their needs in English. This also serves to help our new students acclimate to their new country and new school environment. As the child progresses (each at his/her own speed) he/she spends more time in their classroom with continued mandated ESL instruction. Students here from 1 to 3 years receive the following services: ESL Kindergarten class and the ESL Push in/pull out program for general Ed. grades 1-4 are provided with comprehensive instruction which meets all CR Part 154 requirements. The CTT classes from grades k-5 and Special Ed. ELL students K-4 are also receiving ESL instruction as mandated by their IEP and CR Part 154 Regulations and as per the NYC Department of Education Language Allocation Policy Guidelines. All beginners and intermediate receive 360 minutes per week of ESL instructions. All Advanced ELLs receive 180 minutes per week of ESL. All students receive approximately 500 minutes per week of Language Arts. Beginners and Intermediate ELLs in the Special Education self-contained Spanish TBE classes receive 90 minutes daily of Native Language Arts, and 360 minutes of ESL per week. Advanced TBE ELLs receive 180 minutes a week of Native Language instruction and 180 minutes a week of ESL instruction. The amount of time allocated to native language learning will decrease while instruction in English increases as mandated by the CR Part 154. In order for each ELL student to attain English proficiency in reading and writing, P.S.76Q has implemented the following Language Allocation Strategies:

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

The teaching of Science and Social Studies at least three times a week is mandated of all grades. We provide 1 lower grade and 1 upper grade Science Cluster to ensure that the students receive the lab work in the Lab environment. Classroom teachers are responsible for teaching the grade appropriate lessons and administering the unit tests. We have one Social Studies teacher who sees all classes with ESL and bilingual students from grades 3 to 5. The classroom teachers are responsible for teaching the appropriate grade level lessons the other two days. The lower grade teachers are responsible for teaching Social Studies all three times per week. Teachers do integrate Social Studies and Science into their ELA lessons as well. Reading in the content area is done whenever applicable.

Differentiation of Instruction for ELL Subgroups:

Our plan for our long-term ELLs is:

At-Risk Resource Room

Saturday Academy to prepare for the ELA and NYSESLAT tests

AIS in literacy program for one period 5 times per week

Extended Day: 37.5 minutes/4days a week

For students here 4 to 6 years and our long term ELLs: We are looking to maintain proficient students in the same learning environment with ELLs receiving ESL support. We are providing professional development to the upper grade teachers who have some of the proficient students so that they may continue to grow in their understanding of the English language in speaking, listening, reading and writing. We also provide the vocabulary development and visuals so that the English language will have more meaning for them. We have analyzed the ELA and NYSLAT scores to better meet the students needs. We have created lessons specifically to improve reading and writing skills which our students are consistently weak in. We only have one TBE student with an IEP having completed 6 years of service. He is currently receiving additional one on one instruction with classroom teacher and all necessary modifications in the curriculum. Our ELLs identified as students with disabilities comprise about 50% of our total ELL population. We design our lessons by targeting their special needs and

differentiating instruction in accordance with appropriate grouping strategies. For the upcoming year, we continue to phase out our Rigby Program and replace it with Longman Cornerstone Series in order to provide a more complete language curriculum, which includes more vocabulary work and practice. We have decided to discontinue the Rigby series as its curriculum is not as comprehensive as the Cornerstone series and its guided lessons are not as enriched for our ELL population. We continue to offer extended day service to all ELLs. In addition, we provide a four day afterschool program for 2 1/2 hours daily, which we have recommended to all our ELL students. During that time many hands-on activities and TPR lessons are provided.

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

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

Supplemental material is provided in the content areas of Social Studies and Science that are culturally relevant and appropriate for our ELLs. Native language is supported in each program model at P.S. 76Q with instructional and language material based on the analysis of the NYSESLAT results. The Special Ed. Spanish TBE program provides Native Language Instruction to all their ELL students. In this program, Intermediate and Beginners receive 90 minutes daily of NLA and Advanced receive 45 minutes daily. The focus of this component is to develop listening/speaking, reading/writing skills in the native language. As per LAP, Beginners receive 60%/40% (Spanish to English ratio) of NLA. Intermediate receive 50%/50% and Advanced receive 25%/75%. As students' English proficiency improves, the percentage of instruction in English increases. In order to comply with the Special Education and CR Part 154 mandates in terms of student/teacher ratio and the minimum number of ELLs that warrant such a program, these classes are bridged as follows: Grades K/1, Grades 2/3, and Grades 4/5.

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

- 1 Self-contained K/1, 1 Self-contained 2/3, and 1 Self-Contained 4/5 12:1:1 classes. The K/1 class is 75% Spanish and 25% English. The 2/3 class is 50% Spanish and 50% English, and the 4/5 class is 25% Spanish and 75% English.
- After a review of the assessment data and student results of the ELL Interim Assessment and the NYSESLAT, we learned that our ELLs are not making significant yearly growth. We continue to provide ESL services to all our ELLs. This school year ELLs in grades 3 and 4 will continue to be provided with additional support in our CTT classes. The CTT 3rd grade class has 11 Special Education students and 14 general Ed. ELLs. The ELLs are comprised of Beginners, Intermediate and Advanced students. The CTT 4th grade class has 12 Spec Ed. Students and 10 general Ed. ELLs ranging from Beginners to Advanced.
- We presently do not have any SIFE students attending PS 76.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1 to 3 The Bilingual/ESL teachers and coordinators as well as the Assistant Principals and Bil attend the same professional development as do the monolingual teachers as well as receive 10 days of support from our ELL Network Support Specialist from the CFN Cluster. Our bilingual/ESL teachers, common branch and subject area teachers attend ESL workshops outside of school. Staff Development sessions are intended to help pedagogical staff improve student achievement in ELA, Math, Science, Social Studies and the NYSESLAT proficiency so as to meet and exceed the NYS performance standards. Designated days throughout the school year are used for professional development for all our staff, including our ESL and Special Education teachers and paraprofessionals. It is provided by AUSSIE consultants, ESL Coordinator as well as the ELL Network Support Specialist and administrators. Topics for professional development include:

Standardized Testing for ELLs

NYS ELA, Math, Science, Social Studies, ECLAS

Effective literacy Strategies for ELLs

Differentiated Instruction

Everyday Math for the TBE and the ESL classroom

Use of leveled English and Spanish libraries

Technology in the TBE and ESL classroom

Guided Reading/Shared Reading/Interactive Writing

Data analysis

Reading and Writing Workshop model including accountable talk

Acuity assessment training

NYSESLAT training

Vocabulary development

Use of visuals in teaching

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

Instructional approaches and methods used are:

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

All ESL and bilingual Special Education teachers have undergone training with the ESL Coordinator to better understand the needs of the ELLs so that these needs can be translated into the learning environment. The teachers are also receiving PDs on how to help ELLs learn and how to modify the class to meet their learning needs. Last year an ESL Inquiry Team to learn more about 14 specific ELLs in grades 4 and 5 was formed to monitor their individual growth and to see how many students can obtain 1.5 years growth.

E. Parental Involvement

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

1 to 4 During the school year, we continue to work with the parents to provide the best educational services to their children. We communicate in English as well as Spanish to our families. We provide translation at all PTA meetings, conferences, and workshops. We provide the parents with weekly ESL classes given on Tuesday and Friday mornings for 1 hour. Most of the individuals attending are parents of ELLs and through this instruction, they are able to better assist their children with their school work. In addition, we hold a yearly Cinco de

Mayo cultural event, where our ESL adult students, teachers , ELLs and parents organize a cultural festival of food dance and decorations of the various countries represented by our student population. We survey the parents' needs through our Parent Coordinator and ESL Coordinator. We maintain an open door policy for parents to continually help us assess what is working and what other programs we need to explore. PS 76 has partnered with "Cook Shop" where the parents may participate in learning how to prepare healthier meals for the students. This is provided once a week in our Family Room.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	12	7	7	5	1								44
Intermediate(I)	2	8	8	9	3	2								32
Advanced (A)	10	2	6	5	8	3								34
Total	24	22	21	21	16	6	0	0	0	0	0	0	0	110

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	1	0	1	1	0							
	I	6	5	1	3	0	0							
	A	8	10	12	9	3	4							
	P	9	8	7	12	8	5							
READING/ WRITING	B	9	6	6	6	1	0							
	I	9	5	9	6	2	1							
	A	0	6	4	12	1	5							
	P	6	7	1	2	8	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	5	3	0	22
4	3	5	3	0	11
5	6	2	1	0	9
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	10		8		3		1		22
4	0		4	1	6		1		12
5	4		3		2		0		9
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		1		6		3		12
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0		0		7		0		7
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

#1 to 6. In analyzing the NYS ELA, Math, Science and Social Studies scores, we find that with the exception of Grade 3 results our ELLs are achieving grade level and near grade level results. (75% of our students are on or near Grade level. Therefore we continue to provide extra support in the reading and writing modalities not only within the classroom environment but in their ESL instruction, AIS instruction and in 37.5 minutes instruction.

Our school data on ELA results reflects that on our Grade 3 level, 3 out of 22 students scored Level 3, 5 out of 22 students scored Level 2, and 14 out of 22 scored Level 1. In Grade 4 level – 3 out of 11 students scored Level 3, 5 out of 11 students scored Level 2, and 3 out of 11 students scored Level 1. In Grade 5, 1 out of 9 students scored level 3, 2 out of 9 students scored a level 2 and 6 out of 9 scored a level 1.

Our school data on Math results reflects that in Grade 3 1 out of 22 students scored a level of 4, 3 out of 22 scored a level of 3, 8 out of

understand the stories when asked to read independently. The E-CLAS 2 is administered twice a year to our Kindergarten through Grade three students. Our K/1 bilingual education class has 8 students—3 Kindergarten and 5 Grade 1 none of which have shown to be proficient when tested on grade level. Our 2/3 bilingual special education class has 11 students-7 Grade 2 and 4 Grade 3, of which 4 students have shown to be proficient when tested on grade level.

Utilizing this data, we determined that our ELLs are benefiting from ESL instruction with regard to State tests. The 2010 test results, however indicate a marked decrease in the Grade 3 ELA results and a considerable decrease in the Math scores. The NYSESLAT results for Kindergarten/Grade 1 indicate that out of the 48 students, nine were proficient, seventeen showed improvement and twenty-two remained the same. Kindergarten students comparisons were made with the LAB-R scores. Grade 2 scores showed that out of the nineteen students, only one was proficient, three improved and out of the remaining fifteen students, thirteen retained the same score as 2009 and two went down. The weakest area of performance was the Reading/Writing modality with only four students out of nineteen receiving an advanced or proficient score. The Listening/Speaking modality showed eighteen out of nineteen students receiving an advanced or proficient score. The Grade 3 results were similar to the second grade. Out of twenty-two students taking the test, two received a proficient score. Again the Reading/Writing modality showed to be our weakest area with only twelve out of twenty-two students receiving a proficient score while in the Listening/Speaking modality nineteen out of twenty-two students received an advanced or proficient score. Our fourth and fifth grade scores were considerably better. In the fourth grade, five of the fourteen students received a proficient score. Our fourth grade students did well in the Reading/Writing modality with ten out of fourteen students receiving advanced or proficient scores while eleven out of fourteen received advanced or proficient scores in the Listening/Speaking modality. In the fifth grade two out of the nine students taking the test received a proficient score. The seven students who did not receive a proficient score, were identified as Long Term ELLs with IEPs. We are, therefore continuing to emphasize instructional methodologies to enhance reading and writing skills as these are the areas requiring additional support. Our specific objectives have been aimed at improving comprehension skills through targeted lessons and technological support. Writing lesson plans have also been designed to improve organizational and editing skills. We will continue to plan our lessons with a greater emphasis on test –taking skills to ensure that our students’ scores reflect their proficiency level as accurately as possible. Focusing on our lower performing areas and particular weaknesses, we have not omitted the very important listening and speaking skills, which we consider an integral part of any ESL lesson. Our lessons have been designed to improve communication skills through vocabulary development, simulation of natural environments in the classroom setting and utilization of learning opportunities through authentic situations. Underlying all these strategies is the continuous use of audio-visual material.

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		