



**P.S.60
THE ALICE AUSTEN SCHOOL]**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 31R060
ADDRESS: 55 MERRILL AVE. S.I
TELEPHONE: 718 761-3325
FAX: 718 983-8534**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 60 **SCHOOL NAME:** The Alice Austen School

SCHOOL ADDRESS: 55 Merrill Ave. S.I. N.Y 10314

SCHOOL TELEPHONE: 718 761-3325 **FAX:** 718 983-8534

SCHOOL CONTACT PERSON: Bonnie Ferretti **EMAIL ADDRESS:** bferret@schools.nyc.gov

POSITION/TITLE PRINCIPAL **PRINT/TYPE NAME BONNIE FERRETTI**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christine Reese

PRINCIPAL: BONNIE FERRETTI _____

UFT CHAPTER LEADER: Diane Greco/ Marjorie Migliaccio

PARENTS' ASSOCIATION PRESIDENT: Marie Traini/ Cathy Florio

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 31 **SSO NAME:** ICI

SSO NETWORK LEADER: Greg Jaenicke

SUPERINTENDENT: Ms. M. Schultz

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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Bonnie Ferretti	*Principal or Designee	
Diane Greco	*UFT Chapter Chairperson or Designee	
Cathy Florio\Marie Traini	*PA/PTA President or Designated Co-President	
Theresa Flood	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Christine Dolcimascolo	Parent	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christine Reese	Member/Chairperson	
Fran Berenberg	Member/ Grade 2	
Rosalind Santimauro	Member/ Cluster	
Marjorie Migliaccio	Member/ Grade K special ed	
Graceanne Tufaro	Member/ Parent	
Joan Insinna	Member/Parent	
Liz Cianfrone	Member/Parent	

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

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

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. 60's ultimate goal is to create a community of life-long readers, writers and mathematicians who have the necessary skills to become self-directed, critical thinkers and problem solvers. Intense professional development through our coaches, Teachers College and support network provides our faculty with the support necessary to create a stimulating learning environment. The Instructional/Inquiry Team has created a school wide comprehensive system for creating, measuring and tracking student goals. Ongoing professional development workshops train faculty in data retrieval, management and analysis and goal setting.

This year, we are faced with the challenge of absorbing over \$500,000 in budget cuts while struggling to maintain our commitment to provide the necessary academic intervention and enrichment to all students.

The UFT Teachers' Center provides us with resources for lunchtime and parent workshops. Partnerships with Teachers College, Schoolwide and Rigby provide valuable professional development materials. The added element of the School Enrichment Model including the Renzulli Learning System, IIM and clustering supports all of our students with emphasis on the gifted and talented. We seek to secure funding to enable us to offer the Lindamood-Bell program to struggling students during the school year with expanded training for additional teachers this year (currently, all special education teachers, 2nd grade and speech teachers are trained) as well as to obtain the necessary funding for PD with Schoolwide, Inc. The Lindamood-Bell program is currently used in over 12 classrooms and with struggling 2nd graders in small group instruction afterschool. Grades PreK-5 use the Everyday Math as our primary vehicle for math instruction during a 75-minute daily math block. Weekly measurement lessons and math games were integrated to reinforce problem-solving skills. A full-time coach supports the effective implementation of the program through focused, on-site math staff development. For a second year, we have utilized the Exemplar Math program to assess student mastery of units studied. Through pacing calendars and curriculum maps we have organized our math instruction to align with staff development and the standards. We have implemented additional small group instruction based on data to better support our at-risk (Level 1/2) and marginal level 3 students and will continue to make math a priority. During extended day, all students will continue to receive small group, data driven instruction in identified area of need. We remain committed to the integration of the arts into all facets of the curriculum through grants from NYSCA, our Title 1 and Project Arts funds.

P.S. 60 works with Classroom, Inc. to integrate technology with literacy skills. We will work to improve our student's health and fitness through an art and health grant from MetLife. Our first, third and select 4th and 5th grade students will participate in our many dance programs. Our school year culminates in a school-wide dance festival. We support our part-time band program and continue to offer diverse after-school enrichment.

This year, we hosted our first annual Fourth Grade Social Studies Fair. The winner represented our school in the borough-wide competition and placed 3rd.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 060 Alice Austen								
District:		31	DBN:		31R060	School BEDS Code:		353100010060		
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6		10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09			
Pre-K	35	62	61		92.8	93.6	94.5			
Kindergarten	142	145	149							
Grade 1	125	141	138							
Grade 2	142	123	145							
Grade 3	135	126	146							
Grade 4	158	126	146							
Grade 5	200	160	120							
Grade 6	0	0	0							
Grade 7	0	0	0							
Grade 8	0	0	0							
Grade 9	0	0	0							
Grade 10	0	0	0							
Grade 11	0	0	0							
Grade 12	0	0	0							
Ungraded	1	4	1							
Total	938	902	880							
					Student Stability - % of Enrollment:					
					(As of June 30)	2006-07	2007-08	2008-09		
						95.3	95.3	96.8		
					Poverty Rate - % of Enrollment:					
					(As of October 31)	2006-07	2007-08	2008-09		
						47.0	55.9	55.5		
					Students in Temporary Housing - Total Number:					
					(As of June 30)	2006-07	2007-08	2008-09		
						0	2	3		
					Recent Immigrants - Total Number:					
					(As of October 31)	2006-07	2007-08	2008-09		
						8	4	1		
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
# in Self-Contained Classes	79	71	70	Principal Suspensions	23	19	8			
# in Collaborative Team Teaching (CTT) Classes	59	51	55	Superintendent Suspensions	19	5	5			
Number all others	54	73	67							
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
					(As of October 31)	2006-07	2007-08	2008-09		
					CTE Program Participants	0	0	0		
					Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:					
(BESIS Survey)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09			
# in Transitional Bilingual Classes	0	0	0							
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	67	66	45	Number of Teachers	67	71	69			

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	8	2	2	Number of Administrators and Other Professionals	10	16	19
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	17	17
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	98.5	95.8	98.6
				% more than 2 years teaching in this school	79.1	80.3	87.0
				% more than 5 years teaching anywhere	58.2	67.6	68.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	93.0	92.0	93.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	97.9	100.0
American Indian or Alaska Native	0.1	0.2	0.6				
Black or African American	6.2	5.3	4.8				
Hispanic or Latino	19.8	21.3	20.5				
Asian or Native Hawaiian/Other Pacific Isl.	8.8	9.0	9.0				
White	65.0	64.2	64.9				
Male	53.8	52.8	51.7				
Female	46.2	47.2	48.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			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
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		-	-	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	√			
Other Groups							
Students with Disabilities		√	√	√			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	71.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	16.3			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	43.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	2.3						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = 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.

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 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 the schools 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 – This year, P.S. 60 saw a significant rise in the number of students in grades 3, 4, and 5 meeting standards (81.2% up from 74%). The median student proficiency rose to 3.29 from 3.26. The percentage of students making at least one year of progress was 61.4%. The percentage of students in the school's lowest third making one year of progress was 87.4%. The average change in student proficiency for Level 2 students was 0.49. However the average change in student proficiency for level 3/level 4 students was -0.01. This change reflects our improved ability to use data to drive instruction, increased academic instructional support for our identified students and improved teaching ability through our Teacher's College, Rigby, Schoolwide and SEM initiatives. Although the increase was seen in all grades it was most obvious in our third grade, as 84% of our students scored a level 3 and 4. Our fourth and fifth grade also saw an increase in the number of students going from level 3 to 4. We again found an upward trend in ELA skills in our early grade students after raising the standard levels for all students last year (Monitoring for Results). K-89%, 1st-66%, 2nd-77%, meeting standard. A concern is raised however about maintaining our ELA scores and progress. Our third grade students have historically done well over the past 3 years. The number of students scoring a level 4 this year 9.4% was a drop from the third grade in 2008-08 from 12.9%. Following that same cohort of 3rd grade students from 2008 only 9% of the 12.9% maintained the 4 level. The grade four test requires better writing skills as well as higher vocabulary skills. A decrease in the percentage of ELL students scoring at or above standard level was seen with the percentage moving from 48.4% down to 42.9%. . We saw an increase in on-level scores in our lowest performing IEP students at 53.6% up significantly from 39.8%. It should be noted that we saw for the first time that the males out performed the females in ELA 82.4% to 78.8%. A general effort to offer more male interest reading material may have led to this result.

We again found an upward trend in ELA skills in our early grade students after raising the standard levels for all students last year (Monitoring for Results). K-89%, 1st-66%, 2nd-77%, meeting standard. It is noted that our Kindergarten students still exhibit serious delays. Many of these students come from homes where English is the second language. It was also noted by our Inquiry Team that many of these students do not qualify for ESL services. This would account for the poor vocabulary and comprehension skills. It is also noted that many of these students had poor attendance. The problem, although significantly improved this year, continues. These students fall further and further behind. This year we no longer have a separate coach for literacy nor do we have any AIS assistance due to budget cuts. This will have an impact on our ability to meet the needs of our at risk students. We have arranged our Extended Day to allow some students to still receive help from our

Reading Recovery teacher, Wilson teacher and Lindamood Bell providers as well as all of the speech teachers and Setss teacher.

Last year we piloted two reading programs (Rigby and Macmillan). We also followed both Teacher's College and Schoolwide. We have three different phonics programs in the lower grades. This year we will work with Schoolwide to solidify our ELA curriculum. We will create new curriculum maps; select units that will flow from one grade to the next and will work across the grades to make sure all teachers are knowledgeable of the previous grades work. We will continue to work with Schoolwide to design a reading and writing curriculum that will build from grade to grade. We will work to develop a better writing program for all of our grades through Schoolwide this year.

Math - Our math scores have steadily climbed over the last four years, from 72.9% in 2006, to 86.6% in 2008, to 91.7% in 2009. Our third-graders have maintained their 94% average from last year, while significant improvements have been shown in both the 4th and 5th grades. The 4th grade increased 3 percentage points (from 87.1% to 89.5%), while the 5th grade increased 11.4% (from 79.6% to 90.7%). We believe lower class sizes and significant increases in tutoring and small group instruction have lead, in part, to these encouraging test results. We will continue this practice again, funding permitting.

The percentage of Special Education students making at least one year of progress rose from 62.4% in 2008 to 74.3% in 2009. We have noted that students with modified criterion need to meet only 10% of the Progress Indicators to be promoted. The students are not given the opportunity to revisit the previous grades work to build a stronger foundation. We would like to work with the Inquiry and Instructional Team to target grade four students to help identify areas to revisit and to help the students achieve mastery in these areas. We will look for methods and materials to meet these needs.

The main math area of concern was with problem solving and reasoning skills. Currently grades K-5 are using Everyday Mathematics as the primary vehicle for math instruction in the school. The instructional program is implemented during a 75-minute math block. A full-time coach supports the effective implementation of the program through focused, on-site math staff development leading to student mastery of units studied. We are exploring possible intervention programs for classroom and after school use. Through pacing calendars and curriculum maps we have organized our math instruction to align with staff development and New York City/New York State standards. We have implemented more small-group instruction based on data to better support our at risk (Level 1 and 2) and marginal (Level 3) students. We are using the Lindamood-Bell *On Cloud Nine* program, Coach Problem Solving program, and test prep materials to better prepare our students for City and State tests. We will continue to make math a priority this year. We will continue to encourage teachers to teach math in the morning for better student focus. During extended day, all students will continue to receive small group, data-driven instruction in identified areas of need.

Throughout the grades, students have demonstrated mastery of operation concepts, computation, and numerical estimation. Areas of weakness that we have identified are: problem solving, reasoning, and measurement.

Each year our test scores have increased markedly. Our special education students have shown significant gains in all areas of mathematics.

Our after school math programs and increased use of small-group instruction in the classroom has been a significant aid to our school's continuous improvement. Also, the addition of ancillary academic intervention programs have contributed to our success on standardized tests. Our population of ELL students increases each year and these students are required to take the State Math Test despite lack of familiarity with English. Since many of the questions require reading in English, we see that our ELL students are at a disadvantage, which affects their math scores and, as a result, the school's overall

percentages. Our ELLs have made major improvement over the past 3 years scoring from 55.9% in 2006 to 81.3% on 2009. Our ELL students do attend many after school program and continue to work to catch up to the EP population. There is no significant difference in the percentage of boys meeting or exceeding standards then girls. The Hispanic population out performed the white students in math this year. The Black students have also made major increases over the past few years with only 47.4% scoring at or above level in 2007 to 72.0% meeting or exceeding standard levels in 2009.

Content Area - Our content area scores have improved greatly with 89.6% of our 5th grade students meeting or exceeding standard levels in social studies (up from 77%). This year our grade 5 students received all new curriculum material following the 3rd and 4th grade from last year The 4th grade science scores have risen considerably. 91% of our students, including our special education students met or exceeded standards with an amazing 88 out of 142 reaching level 4... These scores reflect students' writing ability and higher order thinking skills. Our work using the Renzulli and IIM programs should help to improve our scores in this area. By looking at and reviewing the '08 ESPET scores the majority of the special education students scored level 3 or 4 (69.7%). All students K-5 receive science instruction including hands-on experiment time. Since last year, we have been utilizing a new Hartcourt series of books that aligns with the curriculum. Smartboard technology is being utilized in the science classroom to enhance lessons as well as allow all students to interact and become more involved and excited about science. An after school science program was offered to all grade 4 students to provide test prep for the EsPET – 2X per week for 6 weeks. In class we provided all students with a notebook that was organized into sections including one for vocabulary and one for notes. During extended day, as well as during A.I.S. and R.R., students will be utilizing non-fiction reading passages in science. ESPET scores are sent home directly and student progress in monitored with report cards as well as with daily tests, which are sent home on a regular basis. Our goal is to increase yet again the number of students receiving a level 3 on the ESPET. All classroom teachers have the science textbooks and kits in order to supplement instruction. There are 3 cluster science educators who provide instruction for grades K-5.

Attendance: The school attendance has improved from the previous year with close to 94% attendance reported however it was still noted that the days before a vacation and Mondays showed an increase in absenteeism. Our efforts of giving special pins and parent rewards did have a positive effect. We will continue to give incentive awards to help boost attendance this year.

Progress Report: The latest Progress Report demonstrated improvement in all areas. Parents are pleased with the education their children are receiving a P.S. 60. Our Leadership parents have still indicated that our parents need more information about their children's progress or needs (score of 8). An interim report will be created to fill this need.

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 2009-10 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 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 presumably be aligned to the school's annual goals described in this section.

- 1. To develop teachers' expertise in the effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction for ELL or IEP driven students.**
By June 2010 90% of the teachers will engage in professional development around differentiated instruction that addresses the needs of English language Learners and /or IEP students as assessed by attendance sheets from training sessions and through lessons plans showing evidence of differentiated instruction.
- 2. To increase the number of teachers participating in the Inquiry Team in the school.**
By June 2010 90% of the teachers will be involved with inquiry team work as assessed by attendance sheets at common prep and faculty meetings, agendas from meetings and share point website information about the grade work.
- 3. To develop a formalized system of communication of student progress in order to better inform parents of student's success or lack of progress.**
By June 2010 an interim progress report will be collaboratively developed to inform parents of below standard level work in subjects. The report will be completed by teachers and distributed to parents between the first and second report card. Assessment of this goal will be the completed interim progress report.
- 4. To develop a coherent curriculum across grades in literacy.**
By June 2010 90% of the teachers will have received extensive training in literacy through Schoolwide. They will fully revise and aligned the curriculum maps to create a more seamless literacy plan for the school. The plans will be shared with the grade above and below. This goal will be assessed by attendance sheets at training sessions and by the completed revised curriculum maps.
- 5. To increase by 10% the number of third grade math indicators mastered by a current fourth grade student with modified promotional criteria.**
By June 2010 50% of the former third grade modified IEP students currently attending fourth grade will increase by 10% the number of 3rd grade math indicators mastered as measured by Unit tests, Continental scores and teacher made tests.

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR 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.

To develop teachers' expertise in the effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction for ELLs and IEP students.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>90% of teachers will engage in professional development around differentiated instruction that addresses the needs of English Language Learners. And/or IEP students. 65% of these teachers will demonstrate differentiated instructional strategies when working with ELL or IEP students in observed lessons and walkthroughs. 70% of these teachers will demonstrate utilization of data to plan lessons for ELL students or IEP students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Train teachers in the use of ARIS to locate and analyze NYSESLAT data. Train teachers in the creation of an IEP and use of IEP to differentiate instruction. Offer AWARD training to support literacy skills for ELLs and low performing students. Arrange scheduled meeting with targeted teachers and ESL teacher to discuss alternative material and teaching methods to support ELL students in their classrooms. Arrange scheduled meetings with targeted teachers and IEP or Setss teacher or Special Education NSS to discuss alternative material and teaching methods to support IEP students in the general education classroom. Provide for articulation period for the ESL teacher to collaborate with targeted teachers to plan differentiated instruction to support the ELL students. Provide time for teachers to observe ESL teacher model differentiated lessons to support ELL students. Provide time for teachers to observe special education teachers differentiate lessons based on the IEP.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I, III Scheduled articulation period with ESL teacher. Schedule planning time for observations and intervisitation</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Teacher lesson plans are evidently planned with differentiated strategies which consider English Language learners or IEP students.

Teacher observations and walkthroughs demonstrate scaffolding of instruction and use of different means of presenting material to meet the needs of individual students

Attendance sheets at training sessions.

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR 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.

Subject/Area (where relevant): _____
 To increase the number of teachers participating in the Inquiry Team in the school.

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2008-2009 school year, our Data Team merged with our Literacy Instructional Team to analyze data, identify a target area and identify a target group. This small team also planned strategies to assist the target group and monitored progress. This year we want to expand the Inquiry Team work by inviting one teacher from each grade and to join with the Instructional/ Data Team. These members will serve as turnkey teachers to all of the classroom teachers and the content area cluster teachers. This will mean that 90% of the teachers in the school will be involved with the Inquiry team work.</p>
<p>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></p>	<p>The Data Team Specialist and experienced Data Team members will train the turnkey teachers to access and organize data from the data systems (ARIS,TCRWP,ACUITY,ATS,EXCEL), to collect and organize the data for their grade, ex.grade 3- ELA, MATH, EPAL, Running Records,Continental, Unit tests and Options) and then determine a target area for the grade ex. Math –estimation. The turnkey teachers will work with the Data Specialist and the grade to identify a target group to work with ex. Lowest third, ELLs, IEP students or girls). Each classroom teacher will then choose two or three students in their own class that are in the target group. The grade will collaborate with the Instructional Team to recommend and choose strategies to address the needs of the identified target group. The teachers will monitor progress and identify successful practices which will be implemented grade wide.</p> <p>Teachers will meet during scheduled grade meetings(common prep). The budget will used to offer the turnkey teacher per session for training and to meet with the Instructional Team\ Data team.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Data Team budget. Data Specialist budget Title I, III Schedule changes for meeting with ESL teacher and Network specialists</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Attendance sheets from training sessions.
Attendance sheets from scheduled meetings.
Work folders from the selected target students

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR 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.

To develop a formalized system of communication of student progress in order to better inform parents of students' success or lack of progress.

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Currently the only formal written communication across the grades for all students has been the three report cards (2 in K). Our Parent Surveys indicate that more communication between report cards is needed. Through a collaborative effort of the SLT and Consultation Team, a formal interim reporting form will be created to inform the parents if a child is at risk of receiving a 1 or 2 in reading, math, writing, content area classes, homework or behavior and number of books read to meet standard.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The first School Leadership Team will meet and create a sub group to work collaboratively with the Consultation Team and administration to draft a new parent information form that will be completed by the classroom and content area teachers and distributed to parents between report cards. The new form will let a parent know if a child is or is not at risk of receiving a 1 or 2 in the areas mentioned in the MO. The draft copy of the new form will be shared with the staff and with the Executive Board parents. The form will be revised as needed. The new report will be completed by the teachers and mailed to the parents in the time between the first and second report card (if ready by then and/or the second and final report card).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>None needed.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Minutes from the SLT meeting. Minutes from the Consultation meeting. Draft form Final form</p>

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR 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.

Subject/Area (where relevant): To develop a coherent curriculum across grades in literacy.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Last year P.S. 60 piloted two different reading programs, including three different phonics programs. We had been following the Teacher’s College Units of Study and we attended some training with Schoolwide Inc. This year our goal is to create a seamless literacy curriculum engaging each grade team in curriculum mapping efforts to vertically and horizontally align curriculum in ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers from each grade will meet during the June planning with the staff developer from Schoolwide to choose the Units of Study in reading and writing. They will meet with teachers in the following grade to choose Units that build upon the previous grades work. The teams will choose the material for the grade to use and will develop the curriculum maps for their grade and share this with the next grade. Training for each chosen Unit with Schoolwide each will be scheduled for once or twice a month. Turnkey Teachers will attend Schoolwide conference days and share the information learned during grade meetings or faculty PD meetings. The fully revised and aligned curriculum maps will be shared at the closing PD in June schoolwide.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I funding Fair Student Funding Substitute coverage arranged for training.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Schoolwide Inc. Staff Development schedules. Revised and final curriculum maps at each grade level that is shared and posted schoolwide teacher to teacher and in on-line communities (ARIS).</p>

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR 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.

Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 50% of current fourth grade students with a modified IEP for math will demonstrate mastery of 20% of the third grade Performance Indicators.</p>
<p>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></p>	<p>Inquiry Team will identify current grade 4 students with modified promotional criteria who scored below standard level on 3rd grade state math test. The Inquiry Team and current classroom teachers will analyze the grade 3 list of Indicators to identify mastered and non- mastered items. The Math Coach will help identify 10 additional indicators for instruction for each student. A plan will be developed that will include small group instruction, one on one tutoring and computer assisted instruction. Interim tests will be given (Acuity) to indicate progress. The grade three Continental in math and the final unit test will be given to determine mastery of 20% of the grade three math curriculum.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I funds may be used for teacher planning time with the math Coach or Math Network specialist. Title I – for one on one tutoring</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Continental grade 3 test. Final Unit test grade 3 EDM Student work portfolios Progress Indicators</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

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				
K	20	20	N/A	N/A	8	4	0	0
1	57	57	N/A	N/A	2	1	0	0
2	64	64	N/A	N/A	6	2	0	0
3	68	68	N/A	N/A	5	2	0	0
4	56	56		20	2	0	0	0
5	74	74		20	7	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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Reading – help with decoding and comprehension skills as well as writing strategies will be given to all at risk students as part of the extended day program. Students will work in small groups to address academic delays. Students will also receive help in a push in and pull out small groups pending funding. Test prep- after school program provided for at risk grade 3,4 or 5 students. Grade 1 at risk will be addressed in small group and extended day. Lindamood Bell – grade 2 and 3 students with IEPs and targeted students after school . LMB – at risk students in extended day and small group instruction. P.S. 60 would offer these programs again when funding is available. AIS providers for at risk students.</p>
<p>Mathematics:</p>	<p>After school test prep class grades 3,4 and 5 for at risk students. On- Cloud Nine math program – grade 2 at risk program. AIS providers to work in small groups for at risk students pending funding. Grades K-5 at risk math students will be serviced during small group work and extended day. P.S. 60 would offer these programs again when funding is available.</p>
<p>Science:</p>	<p>After school test prep for at risk ELL s students. Differentiated instruction by the content area teachers will help support the at risk students by providing tailored material or alternative methods of instruction or performance.</p>
<p>Social Studies:</p>	<p>Differentiated instruction will help support the students who may need additional support with content area work. The scoring rubric will give more able students the ability to complete more challenging work to earn a score of 4.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance Counselor assisted students as needed and as a result of the PPT meetings. Pull out during the day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>School Psychologist will provide services to students as needed and as a result of the PPT meetings. Pull out during the day.</p>

At-risk Services Provided by the Social Worker:	School Social Worker will assist students as needed and as a result of the PPT meetings. Pull our during the day.
At-risk Health-related Services:	School nurses monitor medically related issues that may impact on the progress of the students. PD for EPI Pen given to staff.

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 (2009-2010) LAP narrative to this CEP.

P.S. 60 Alice Austen School
Language Allocation Policy 2009-2010

School Vision and Mission

P.S. 60's ultimate goal is to create a community of lifelong readers, writers and mathematicians who have the necessary skills to become self-directed, critical thinkers and problem solvers. Through a collaborative approach, all of our children will gain a love of literature and math and will learn cooperatively in a democratic society. Intense professional development provides our teachers with the support necessary to allow them to create an ideal learning environment that stimulates, nourishes and enriches the natural development of every child.

Part I: School ELL Profile

P.S. 60 Alice Austen School is located in the Graniteville section of Staten Island, Region 7, District 31. We are now a member of the Integrated Curriculum & Instruction (ICI) Learning Support Organization. Our LAP Team members are:

- Bonnie Ferretti, Principal
- JoAnn Richardson, Assistant Principal
- Diane Rees, Literacy and Math Coach
- Norine Kaplan, ESL Teacher
- Christine Reese, Guidance Counselor
- Colleen Bonfield, Teacher
- Patricia Walsh, Teacher
- Janet Pluy, Parent Coordinator

There is one certified, highly qualified ESL teacher who services all of the ELLs. The ESL teacher attended the ESL calendar at Teachers College in 2007-2008 and has been trained at the Quality Teaching for English Language Learners Institute. She also attends the monthly PD workshops conducted by the ICI Network Support Specialist, and various workshops provided by NYS and Manhattan/Staten Island Bilingual/ESL Technical Assistance Center (BETAC).

Our ethnic population continues to change as more immigrant families move in and out of our community. As of October 15, 2009, our school population is as follows:

- 65% White
- 21% Hispanic
- 9% Asian
- 5% African American

P.S. 60 has 916 registered students. Currently, we have 45 English Language Learners which is 4.9% of our school population. Students were given the LAB-R to determine eligibility for ESL services based on the Home Language Surveys completed by the parent upon registration.

Part II: ELL Identification Process

Upon registration, the parents are asked to complete a Home Language Survey. All parents or guardians of new kindergarten students, students new to the country or students new to New York City are asked to complete the survey. The pupil accounting secretary forwards all completed surveys to the ESL teacher. The ESL teacher reviews each survey to determine LAB eligibility. The surveys are administered in the students' native language and informal interviews are conducted by the ESL teacher. All new students whose HLIS form indicates a language other than English must take the LAB-R. A student is considered to have a home language other than English when one question from Part I and two questions from Part II of the HLIS indicate that the student uses a language other than English. The ESL teacher administers the LAB-R to students deemed eligible from the surveys within ten days of the student's initial enrollment. Additional ATS reports such as the RLER, RHLA and BIOS are generated to ensure that all eligible students are identified and tested. The ESL teacher identifies LEP students based on the cut scores of the LAB-R. Any student scoring below the cut score is eligible for ESL services. Students who are identified as LEP, based on the LAB-R results, are also administered the NYSESLAT every spring by the ESL teacher and additional pedagogues trained in NYSESLAT procedures. Spanish LEP students are given the Spanish LAB within ten days of initial enrollment.

Parent Choice and Information

As our ELLs are identified, information from the EPIC kit goes home to the parents explaining the 3 program choices. The Parent Brochure, Parent Survey and Program Selection form and Entitlement letter are sent home in the students' native languages or the preferred language as indicated by the parent on the Home Language Survey. Non-entitlement letters are sent home to parents of students who received a passing score on the LAB-R. Non-entitlement/Transition letters are sent home for those students passing the NYSESLAT. Continued Entitlement letters are sent home for students continuing in the ESL program. All parents are invited to a Parent Orientation meeting in which all 3 program choices are explained in a power point presentation and by viewing the Parent Orientation DVD in their native languages. Bilingual translators are available during the Parent Orientation meeting and for both Parent/Teacher conferences. The orientation meeting is held 2 weeks after school begins and all LEP students have been identified. If a parent cannot attend the meeting, the meeting is either rescheduled, the parent is called or another parent brochure is sent home again. Additional parent orientation meets are scheduled throughout the year based on parent requests or as new LEP students are registered.

On the Parent Survey and Program Selection form, there are spaces to indicate where and when the form should be returned. Alternatively, additional surveys and selection forms are available for the parents to complete during the parent orientation meeting. Copies of these forms are also

available during parent/teacher conferences if they had not been returned at that point. All forms are sent home immediately after the student is identified as LEP.

According to the majority of Home Language Surveys, the ESL program was selected by the parents. As of October 2009, 38 of our ELLs selected the ESL program, 3 selected Transitional Bilingual Education and none selected Dual Language. These parents rejected the option of transferring their child to other schools that offer bilingual programs. 4 cumulative files for transfer students have yet to be transferred to our school. In the fall 2008, 42 of 44 parents selected ESL and the remaining 2 selected Transitional Bilingual Education.

Due to the increasing number of Spanish students, the possibility of a dual language or bilingual program within the next few years may exist with parent consent. Our inquiry team is researching and assessing the possibility of either of these programs at P.S. 60 should additional Spanish students register in our school. Our ESL program is aligned with parent requests. Special education ELLs requesting bilingual classes are given an alternate placement bilingual paraprofessional.

Part III: ELL Demographics and Programs

ELL Programs

P.S. 60 implements a free-standing pull-out ESL program for grades K, 1,2 and 4, and a partial push-in program for grade 3. Currently, we do not have any ELLs in grade 5. There is one certified, highly qualified ESL teacher who services all of our ELLs. Our ELLs are grouped according to grade level. The groups are as follows:

- 1) ***Kindergarten***: Pull-out - all proficiency levels, 2 periods a day, 4 days a week
- 2) ***1st and 2nd grade all proficiency levels***: Pull-out, 2 periods a day, 2 days a week
- 3) ***1st and 2nd grade beginner and intermediates, 3rd and 4th grade beginner and intermediates***: Pull out, 4 periods a week
- 4) ***3rd grade all proficiency levels***: Push-in, 4 periods a week
- 5) ***3rd grade beginner and intermediates and 4th grade all proficiency levels***: Pull-out – 4 periods a week

In the event that new ELLs enter the 5th grade, they will be grouped with the 4th grade.

All Beginner and Intermediate ELLs are serviced 8 periods a week for a total of 360 minutes of ESL instruction per week as mandated by CR-Part 154. All advanced ELLs are serviced at least 4 periods a week to meet the mandated 180 minutes per week.

ELL Years of Service and Programs

Years of Service	General Ed.	Special Ed.	Total
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<i>Newcomers (0-3 years)</i>	35	6	41
<i>Year 4-6</i>	2	2	4

As of October 15, 2009, P.S. 60 has a total of 45 ELL students. 41 are newcomers, of which 6 are in special education. 4 ELLs are in year 4-6, of which 2 are special education students. 4 of our ELLs have alternate placement paras since their parents rejected the option of placing them in a bilingual program in another school. Currently, we do not have any SIFE students.

ESL Pull-Out Program

P.S. 60’s ESL program encompasses an academic discipline designed to allow students to acquire English language proficiencies. Our ESL program tailors the needs of our ELL students and promotes academic rigor through the implementation of a balanced literacy approach and scaffolding techniques. The students are seen by a highly qualified licensed NYC ESL teacher. Students in the pull-out program are brought to a print-rich and inviting classroom. The classroom provides evidence of rigorous instruction with student work prominently displayed as well as word walls, charts, maps, posters and pictures. A leveled library is maintained to promote instructional and independent reading based on the student’s running records. Students receive all instruction in English. Students receive ESL in ungraded homogeneous groups with the exception of the third grade group. See ELL Programs on page 3 and ESL Push-In Program below.

ESL Push-In Program

P.S. 60 will continue to incorporate a push-in program for grade 3. All general education ELLs are placed in one class. This will allow the ESL teacher to work collaboratively with the classroom teacher and provide extra support for the ELL students. The ESL teacher will provide instruction in English using ESL methodologies and scaffolding. The ESL teacher will meet with the cooperating teacher weekly to plan instruction, and to develop goals and assessment strategies.

ESL Instructional Materials and Resources

Our ELL instructional plan aligns to the New York State ESL standards and the curriculum charts developed in each grade. The major skill areas of listening, speaking, reading and writing and critical areas in thinking are focused upon. There is an emphasis on the concepts of cross-cultural/multi-cultural understanding and responsibility. ESL also prepares our ELLs to understand and use English in various contexts. Social and academic English instruction is provided through the use of ESL methodologies and scaffolding. Award Reading developed by The Sunshine Group, will provide a highly interactive and engaging reading program that integrates technology across all content areas. Students will use laptops, texts and authentic materials to develop language and comprehension skills. The program is designed to provide differentiated instruction by choosing appropriate material based on the student’s needs. Therefore, newcomers, year 4-6 ELLs and special education ELLs alike all receive this instruction.

Many classrooms, including the ESL classroom utilize SmartBoards for all content areas providing visually and aurally stimulating interactive lessons and activities. Other technology infused programs include LinguSystems, online bilingual dictionaries and games, LeapFrog systems and read aloud interactive books.

Pearson's Rigby Program, On Our Way to English will provide additional materials for learning. This research-based program developed along with David and Yvonne Freeman includes differentiated instruction to meet the needs of all of our ELLs. Pearson's TOPS program will provide additional support in grammar and vocabulary development for our newcomers. Pearson's Newcomer Phonics will help our beginner and intermediate ELLs with supplemental phonics instruction. Additional materials include poems, short stories, and big books, to supplement the ESL program.

Content Area Instruction

In addition to the ESL instructional materials and resources, content area instruction will also include a variety of strategies to make content comprehensible for our ELLs. ELA instruction in the general education classes is provided by Rigby's Literacy by Design which highlights various ELL strategies throughout the program. For all students, P.S. 60 uses Everyday Math and Harcourt Science New York City edition.

Differentiated Instruction for Subgroups

Through scaffolding techniques such as modeling, schema-building, contextualization and bridging, our ESL program will enable our ELLs to reach their highest potential for learning. Differentiated instruction will be adapted to address the newcomer, year 4-6 ELLs as identified through Extension of Services, and special education students. Using NYSESLAT, the ELL Periodic Assessment results and item analysis, areas of concern will be addressed for each individual student. Newcomers and ELLs with IEPs will receive more individualized instruction by utilizing more visual/aural strategies, realia and meaningful context. Within the ESL classroom, students will be grouped according to modality/proficiency levels. Mini-lessons and related activities from the above mentioned resources will be adapted to correspond with ELLs ages and grade levels. Our ultimate goal is to increase proficiency levels for all of our ELLs. Those children acquiring proficiency in English will be recommended for Academic Intervention Services for continued academic support. Proficient students will continue to receive ELL testing modifications for an additional 2 school years. Our school does not offer any activities for newly arrived ELLs prior to the beginning of the school year. Our ELLs are identified after the school year begins.

Plan for Sife

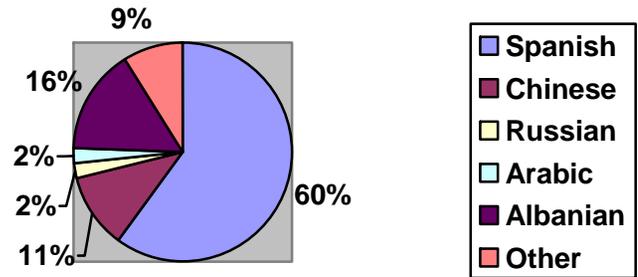
At present, we do not have any students identified as SIFE. However, should a SIFE student enroll in our school, their needs will be addressed through more individualized instruction, visual materials, scaffolding strategies and peer grouping with students speaking the same language. SIFE children will also be recommended for additional Academic Intervention Services as well. A SIFE library has been established in our school library with a variety of content area books including social studies and science. Naturally, these children will also be mandated for small group instruction during the extended day.

Home Language Breakdown and ELL Programs

P.S. 60 does not have a bilingual program because no two contiguous grades have fifteen students with the same language. The language breakdown is as follows:

<i>Language</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>Total</i>
Spanish	6	7	6	5	3	27
Chinese	1	1	1	1	1	5
Arabic					1	1
Albanian	1	1		2	3	7
Russian		1				1
Other	1	1		2		4
<i>Total</i>	9	11	7	10	8	45

Home Language Breakdown



In order to support the students' various native languages, bilingual and native language books are available in the school library and the ESL classroom. An interactive bilingual dictionary was also installed on the computer in the ESL classroom. Accommodations will be made to partner the student with another student who speaks the same language. Bilingual paraprofessionals are available to provide additional support. Students are

encouraged to read and/or write in their native languages until they are ready to use English. Our bilingual paras will translate the students' writing pieces in order to be assessed.

After School and Supplemental Services (Title III)

Title III funds will allow our ELLs to participate in after-school programs beginning in October, 2009 and ending in May, 2010. All ELLs and former ELLs in grades 2-4 will be invited to participate in a variety of programs to provide additional support in the content areas. The following Title III programs planned are:

- 1) ***Lindamood Bell***: ELLs not meeting ESL standards will participate in this program for additional phonemic, oral and visual activities to increase reading comprehension and fluency. This will take place after school.
- 2) ***Award Reading***: Students will work in small groups using the Smart Board and laptops to reinforce ongoing academic support in literacy. This will take place after school.
- 3) ***Literacy and Math Strategies***: Students will work in small groups to emphasize and reinforce literacy and math strategies necessary for the ELA and State Math test. This will take place after school.
- 4) ***Science***: Students will work in small groups using the Smart Board to reinforce scientific concepts and vocabulary. Students will also create science experiments and test theories and hypotheses. This will take place after school.
- 5) ***One-on-One Peer Tutoring***: Struggling students needing additional, individual support will work one-on-one with a teacher. This will take place during the teacher's prep period.

Professional Development

Professional development will be provided to all staff members throughout the year. This year, P.S. 60 is collaborating with Schoolwide Inc. to develop units of study in writing using Touchstone texts. Units include Launching the Writers' Workshop, Personal Narratives and Realistic Fiction. Professional Development in Math includes aligning math standards to Everyday Math. Technology training will include using the SmartBoard in the classroom, and data driven instruction using Acuity and ARIS. Teachers will also receive additional training by a representative from Award Reading. To provide the minimum of 7.5 hours of ESL training, our ELL Network Support Specialist from ICI will provide monthly professional development for classroom teachers of ELLs. Topics that will be addressed include ESL strategies for the classroom teacher, Scaffolding Writing for ELLs, Building Academic Vocabulary, Guided Reading for ELLs, and Collaborative Teaching Techniques. General education teachers are invited to observe the ESL classroom for further insight into ESL methodologies and strategies. The ESL teacher will meet with the classroom teachers to discuss future planning, assess ELLs, and provide strategies that will help our ELLs transition smoothly from one grade to another or from P.S. 60 to middle school.

Parent Involvement

In the beginning of the school year, our Parent Coordinator sends out a parent survey to evaluate the needs of our parents. Parent workshops are then provided throughout the year. These workshops are developed based on the results of the parent survey. A strong connection between the school and our ELL parents will keep parents informed about our school programs and provide ways to nurture their child's learning at home.

Communication between the school and parents is maintained through our monthly 60 Minutes Newsletter. Information about upcoming events, grade activities and curriculum updates are relayed. Ideas and suggestions are always requested with the newsletter to allow parents to express their concerns, and maintain open communication with teachers, staff and administration.

Parent orientations will take place periodically to inform parents about the ESL curriculum, standards, assessments and expectations. The Department of Education’s Translation Unit will continue to provide written translation services so that parents will be notified of school information and events in their native languages. Upon request, bilingual paras are available when necessary. Over the phone interpretation services are obtained as needed. Title III funds will be utilized for parent events throughout the year, including our annual ESL International Tea. This exciting event brings the parents, students and teachers together to celebrate the cultural diversity in our school. Translation and Interpretation funds will be used to purchase new software programs, translators for conferences and to expand our bilingual and native language libraries. Our school will once again host an adult ESL program offered by The Jewish Community Center of Staten Island. Other events include Family Math Night, the International Dance Festival, a Carnival, and Mother/Daughter-Father/Son nights.

Part IV Assessment Analysis

Based on the 2009 NYSESLAT and the Fall 2009 LAB-R results, our current population of ELLs consists of 16 beginners, 11 intermediates and 18 advanced. 12 students tested out of ESL last year. NYSESLAT modality results for this year’s grades 1-4 show that the listening and speaking modalities appear to be stronger areas for our ELLs, whereas the reading and writing modalities are areas of concern. Last year’s fourth grade ELLs tested out of ESL.

2009 NYSESLAT MODALITY RESULTS

Modality	Beginner	Intermediate	Advanced	Proficient
<i>Listening/Speaking</i>	0	4	16	16
<i>Reading/Writing</i>	11	10	14	1

(number of students tested)¹

2009 LAB-R RESULTS

Grade Level	Beginner	Intermediate	Advanced
<i>Kindergarten</i>	5	1	3

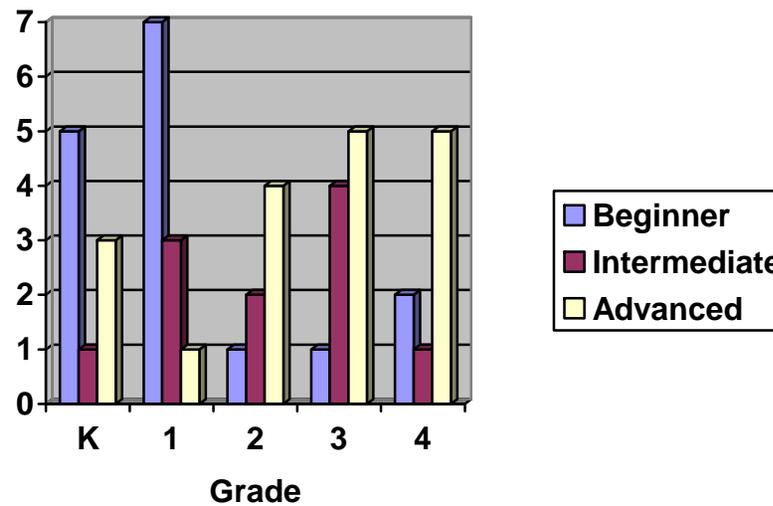
¹ 45 ELLs were tested. 36 students are currently enrolled in P.S. 60.

4 th Grade	1	0	1
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(number of students tested)²

2009-2010 OVERALL PROFICIENCY LEVELS

Proficiency	K	Grade 1	Grade 2	Grade 3	Grade 4	Total
<i>Beginner</i>	5	7	1	1	2	16
<i>Intermediate</i>	1	3	2	4	1	11
<i>Advanced</i>	3	1	4	5	5	18
Total	9	11	7	10	8	45



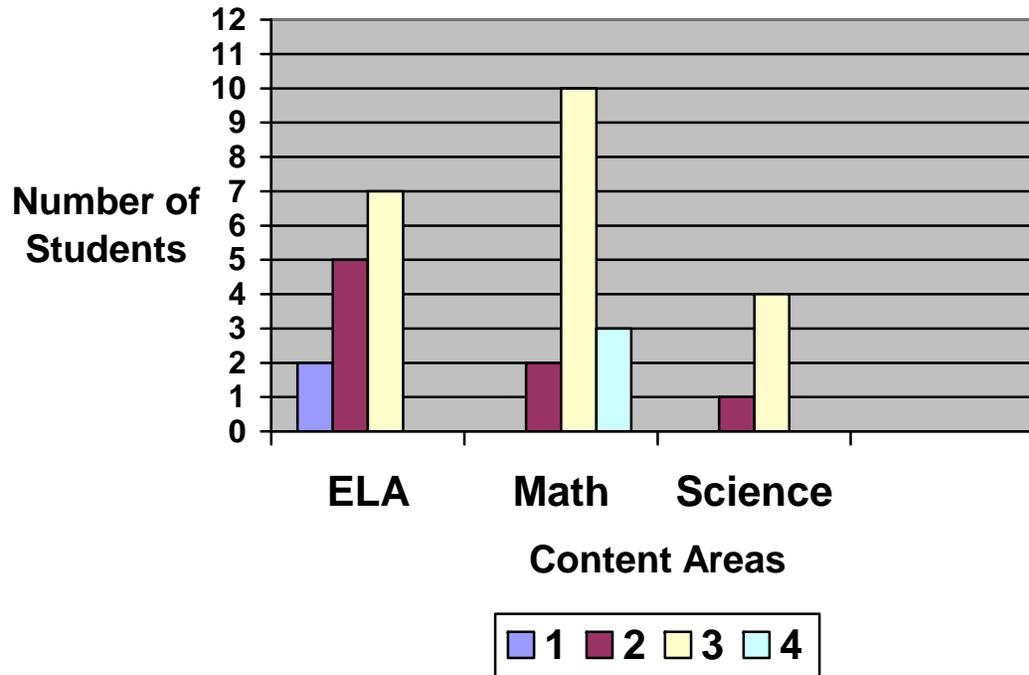
Data patterns across proficiency levels and grades reveal that there are a higher number of advanced students in the upper grades than in the lower grades. The NYSELSAT Modality table indicates that reading and writing are areas of concern for our ELLs. Instructional emphasis will be placed on strategies to promote reading and writing comprehension in all content areas. Such strategies include scaffolding, monitoring comprehension, conferencing, academic vocabulary development, and providing authentic, bilingual and native language literature.

Content Area Test Results

All eligible third, fourth and fifth grade ELLs took the content tests in English.

² 40 students were LAB-R tested.

Our ELLs made significant improvement on the 2009 New York State Math Test. 87% scored at levels 3 and 4 compared to 81% on the 2008 Math Test. 2009 ELA Test results show that 50% of ELL's scored at level 3. 14% scored at levels 1 and 36% scored at level 2 showing some improvement over the 2008 test scores. These scores directly correlate with proficiency levels. In grades 3, 4 and 5, 50% of our ELLs were at the beginning or intermediate level of language proficiency scoring a level 1 or 2 on the ELA. The remaining 50% of our Advanced ELLs scored a level 3³. All students took the state tests in English.



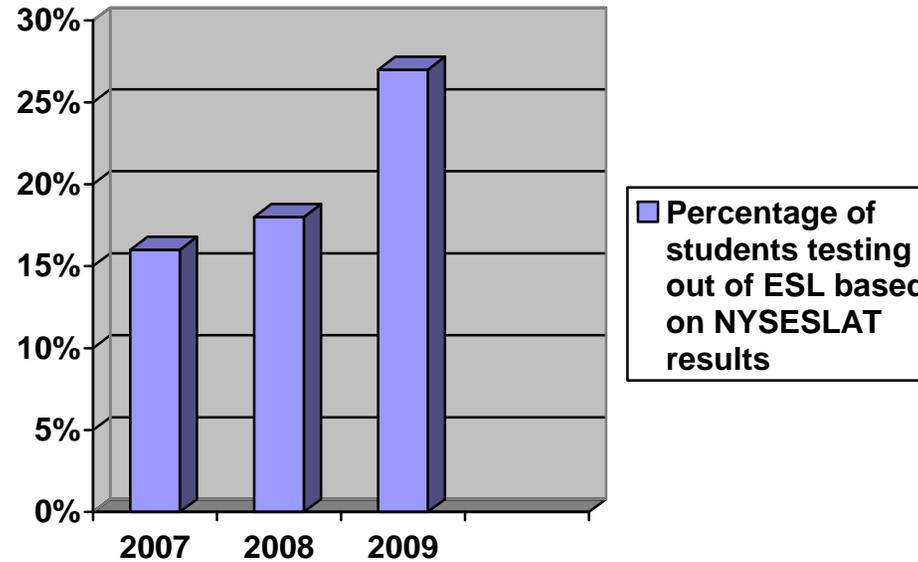
On the 2009 Science test, 80% of our 4th grade ELLs scored a level 3. 1 student scored a level 2. These reflect a very slight decrease compared with the 2008 Science test scores in which 83% of students scored a level 3 or 4, and 1 student scoring a level 2.

Implementation and Data Driven Instruction

Science and math word walls will be displayed with visuals to increase Tier II and III vocabulary words and comprehension. Hands-on activities such as science experiments using tools, specimens, and objects will be used. Manipulatives and math tools will provide additional support in math. Content area teachers will be encouraged to pair ELLs with proficient students who speak the same language, if available. Content area teachers will train with the ESL teacher and our Network Support Specialist to develop a repertoire of ESL strategies to use with their students. Reading, writing

³ 14 students were tested on the ELA. 7 students were Beginning/Intermediate and 7 were Advanced. 1 student was exempt.

and academic vocabulary will be a primary focus for our ELLs. P.S. 60 will use the ELL Periodic Assessment this year to determine the students' strengths and weaknesses. Using item analysis data, teachers will be able to focus on the particular needs of the student and plan instruction accordingly.



We are showing success in our ESL program by the consistent increase of ELLs testing out of the program each year.

Assessment for ELLs

P.S. 60 monitors all students using the Teachers College Reading and Writing Assessment. Based on TC's suggestions, P.S. 60 uses Fountas and Pinnell's Monitoring for Results, TC's research based Options tests and the Continental Test. This is in addition to the state and city mandated tests. E-PAL is used to assess writing. Other assessments include the Predictive and the ELL Interim Assessment. Teachers identify specific student needs through Acuity, ARIS and NYStart and align instruction accordingly. The LAB-R and NYSESLAT will be used to determine language grouping and the number of minutes the students will receive ESL instruction per week.

P.S. 60 will adhere to the goals set forth in this Language Allocation Policy in order for our ELL students to be rigorously challenged and achieve academic success.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI/31	School 31R060
Principal Bonnie Ferretti	Assistant Principal JoAnn Richardson
Coach Diane Rees	Coach
ESL Teacher Norine Kaplan	Guidance Counselor Christine Reese
Teacher/Subject Area Colleen Bonfield	Parent
Teacher/Subject Area Patricia Walsh	Parent Coordinator Janet Pluy
Related Service Provider	SAF
Network Leader Greg Jaenicke	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL 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	916	Total Number of ELLs	45	ELLs as Share of Total Student Population (%)	4.92%
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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.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out	2	2	2	2	2					10
Total	2	2	2	2	2	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	41	0	6	4	0	2				45
Total	41	0	6	4	0	2	0	0	0	45

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	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both _____)

Number of third language speakers: _____

languages): ____	
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	TOTAL
Spanish	6	7	6	5	3					27
Chinese	1	1	1	1	1					5
Russian		1								1
Bengali										0
Urdu										0
Arabic					1					1
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian	1	1		2	3					7
Other	1	1		2						4

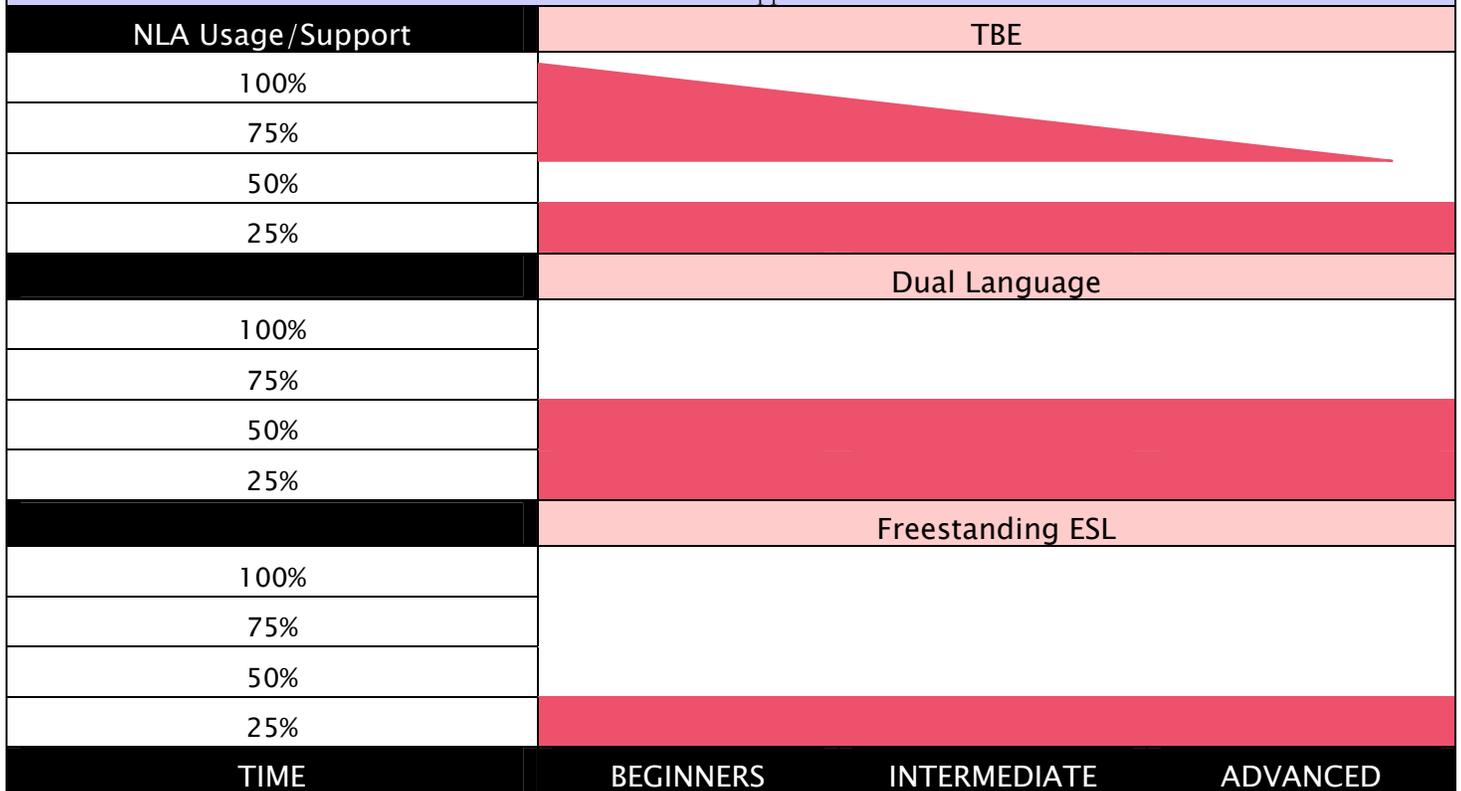
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. 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])? <p>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)?</p> <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>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.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> Describe your instructional plan for SIFE. 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. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. 										
TOTAL	9	11	7	10	8	0	0	0	0	45

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
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	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



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

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)?

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, other than those who hold ESL and bilingual licenses, as per Jose P.

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?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	5	7	1	1	2					16
Intermediate(I)	1	3	2	4	1					11
Advanced (A)	3	1	4	5	5					18
Total Tested	9	11	7	10	8	0	0	0	0	45

4			1		4			5
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	
4									0
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K							
1							
2							
3							

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

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

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

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

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 45 LEP _____ Non-LEP _____

Number of Teachers 6 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

Title III funds will allow our ELLs to participate in after-school programs beginning in October, 2009 and ending in May, 2010. All ELLs and former ELLs in grades 2-4 will be invited to participate in a variety of programs to provide additional support in the content areas. The following Title III programs planned are:

- 6) **Lindamood Bell:** ELLs not meeting ESL standards will participate in this program for additional phonemic, oral and visual activities to increase reading comprehension and fluency. This will take place after school.
- 7) **Award Reading:** Students will work in small groups using the Smart Board and laptops to reinforce ongoing academic support in literacy. This will take place after school.
- 8) **Literacy and Math Strategies:** Students will work in small groups to emphasize and reinforce literacy and math strategies necessary for the ELA and State Math test. This will take place after school.
- 9) **Science:** Students will work in small groups using the Smart Board to reinforce scientific concepts and vocabulary. Students will also create science experiments and test theories and hypotheses. This will take place after school.
- 10) **One-on-One Peer Tutoring:** Struggling students needing additional, individual support will work one-on-one with a teacher. This will take place during the teacher's prep period.

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.

Professional development will be provided to all staff members throughout the year. This year, P.S. 60 is collaborating with Schoolwide Inc. to develop units of study in writing using Touchstone texts. Units include Launching the Writers' Workshop, Personal Narratives and Realistic Fiction. Professional Development in Math includes aligning math standards to Everyday Math. Technology training will include using the SmartBoard in

the classroom, and data driven instruction using Acuity and ARIS. Teachers will also receive additional training by a representative from Award Reading. To provide the minimum of 7.5 hours of ESL training, our ELL Network Support Specialist from ICI will provide monthly professional development for classroom teachers of ELLs. Topics that will be addressed include ESL strategies for the classroom teacher, Scaffolding Writing for ELLs, Building Academic Vocabulary, Guided Reading for ELLs, and Collaborative Teaching Techniques. General education teachers are invited to observe the ESL classroom for further insight into ESL methodologies and strategies. The ESL teacher will meet with the classroom teachers to discuss future planning, assess ELLs, and provide strategies that will help our ELLs transition smoothly from one grade to another or from P.S. 60 to middle school.

Form TIII – A (1)(b)

School: 31R060

BEDS Code: 353100010060

Title III LEP Program

School Building Budget Summary

Allocation Amount: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$14,620	<p><i>Lindamood Bell (10/19/09-12/15/09) - 15 sessions</i> 2 Teachers @ 15 days x 1 hour x \$49.72 = \$1,491.60</p> <p><i>Award Reading (10/19/09-2/10/10) – 28 sessions</i> 2 Teachers @ 28 days x 1 hour x \$49.72= \$2,784.32 1 Supervisor @ 28 days x 1 hour x \$51.33 = \$1,437.24 1 Secretary @ 8 hours x \$30.64 = \$245.12</p> <p><i>Literacy/Math Strategies (2/22/09-4/21/10) – 15 sessions</i> 2 Teachers @ 15 days x 1.5 hours x \$49.72 = \$2,237.40 1 Supervisor @ 15 days x 1.5 hours x \$51.33 = \$1,154.93 1 Secretary @ 5 hours \$30.64 = \$153.20</p> <p><i>Science (4/19/10-5/19/10) – 10 sessions</i> 1 Teacher @ 10 days x 1.5 hours x \$49.72 - \$745.80 1 Supervisor @ 8 days x 1.5 hours x \$51.33 = \$615.96 1 Secretary @ 2 hours x \$30.64 = \$61.28</p> <p><i>One-on-One Prep Tutoring</i> ELA and Math: 6 Teachers x 10 preps x \$35.29 = \$2,117.40 NYSESLAT: 1 Teacher x 16 preps x \$37.29 = \$564.64</p> <p><i>Parent Involvement</i> 1 Teacher x 10 hours x \$49.72 = \$497.20 1 Supervisor x 10 hours x \$51.33 = \$513.30</p>
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$280	Bilingual books
Educational Software (Object Code 199)		
Travel	\$100	Travel to workshops outside of Staten Island
Other		

TOTAL	\$15,000	
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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.

Our school used data compiled through our Home Language Surveys, Parent checklists, and parent requests for translators to assess the communication needs of our parents. The revised Home Language Survey asks parents to indicate what language they prefer written information from the school and what language they prefer to communicate orally with school staff members

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

Our school found that translators are needed during Parent/Teacher conferences and informal conferences, as well as translated notices to provide parents timely information regarding school events and their child's progress. We noted that a bilingual and native language library be maintained. Some parents requested translated report cards. Information was given to our parents through our translated PS 60 Parent Handbook and translated flyers sent home from our parent coordinator.

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. The school will continue to use the DOE's Translation and Interpretation Unit to translate prepared written notices to parents. For notices needed quickly, online text-translation websites such as Word Translation or Google Translate will be used by school staff. Our bilingual paraprofessionals will also be available to translate written documents.

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

Oral interpretation services will either be provided by the over the phone services from the DOE's Translation and Interpretation Unit, or our bilingual paraprofessionals. Parents may also bring a friend or relative to translate.

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>.

PS 60 will inform the parents of translation services available to them upon registration, during the ELL Parent Orientation, classroom curriculum conferences and as outlined in the translated version of our Parent Handbook. Written information will go home to the parents explaining how they can access other methods of translation services. This includes information to contact the local public library and how to access the New York City School's homepage on the internet for further information regarding translation services and other school services. Parents are also informed of their right to bring an adult friend/companion or relative for language and interpretation services.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$319,973	\$63,665	\$383,638
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,200		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$637	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,000		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3184	
6. Enter the anticipated 10% set-aside for Professional Development:	\$32,000		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$6,367	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 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.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

I. General Expectations

P.S. 60 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 60 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

All parents will be invited to a meeting in October or November prior to a P.T.A meeting. The Title I SWP program will be introduced by Principal. Interested parents will be invited to join the Title I SWP committee which will meet at regular intervals. Notice of all meeting will be posted in school newsletter.

2. P.S. 60 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

The School’s Leadership Team and the P.T.A. will receive the executive summary describing school status and plans for improvement. A presentation will be given by Principal in September.

3. P. S. 60 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

The Title I SWP committee with the P.T.A. President will draft and select parental involvement activities to improve student academic achievement and school performance.

4. P.S 60 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program

The Universal Pre-K program teachers will meet with the committee in September to discuss parent involvement activities and share these with parents of the Pre-K parents in September. The Family Worker will also provide parents with activities scheduled. Our Parent Coordinator will coordinate efforts.

5. P.S. 60 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its

parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

P.S. 60's Leadership team will yearly conduct a parent survey to identify areas of concern and to determine what parents desire for workshops and support. We will use the Home Language Survey to determine translation services needed to notify parents of ongoing parent activities. The parents on the SLT will report of the findings to the team and in turn to the P.T.A.

6. P.S. 60 will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

Parents of all students (SWP) will be invited to participate in workshops designed to inform parents of all of the above and to help them support their child. Parents will be invited to work in the classroom of our self-contained students after receiving training in computer assisted technology. In school workshops such as the Lindamood –Bell, Schoolwide and Rigby will be offered to parents to help inform them of tools to help their child at home.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by teaching methods parents can use that coordinate with our balanced literacy and LMB, Rigby and Schoolwide programs.

We will supply parents test prep materials in math and reading as well as training by our Coach to help prepare the students for city and state tests. We will provide the summer reading books to all students to ensure that all students have the material needed to complete assignments needed in September.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, Principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by inviting experts in the field to address the staff at workshops and common prep periods ex. Speech and Language experts.
By receiving direct professional development from our Guidance Counselor and administrators on how to conduct parent conference and to inform teachers of resources available to parents. Child abuse workshops will be given yearly to all staff to identify children at risk.

- d. Through our Parent Coordinator, for the general school and Family Worker and Social Worker for Pre-K, parent activities will be coordinated and announced. We will distribute flyers about the events as well as place all information in the 60 Minute Newsletter.
- e. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by inviting speakers from each to address our staff and parents. Notices of workshops and school events that involve parent participation will be distributed in multi-languages (translation service and software used). These will also be placed in the School's Newsletter 60 Minutes.
- f. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: using the translation unit, and publishing in the 60 Minutes Newsletter.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Title I committee minutes. This policy was adopted by the P.S. 60 on 05/15/09 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/6/09 _____.

A signed compact form. (P.S. 60) on May 20, 2009. October 2009-10. (The third P.T.A. meeting of new school year)

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

Explanation: 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part B: 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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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 and disseminated in the major languages spoken by the majority of parents in the school.

Sample Template for School-Parent Compact:

Name of school, 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 school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 60 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: We have two highly skilled Coaches to provide on going professional development to staff and to serve as mentors to new teachers. All of our teachers are given an opportunity to attend Teacher's College TCRWP. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the Fall and in the Spring.
2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: 3 report cards, Progress reports of running record, home works missing and # of books read to date.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during prep periods and parent – teacher conferences or by phone.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: during open school week, publishing parties or school events.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. 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.
10. 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.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) 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.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.

- Volunteering in my child’s classroom.
- 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 Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]
- Follow all school, classroom and cafeteria rules.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

(Please note that signatures are not require

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. P.S. 60 has 45 classes beginning with Pre-K. We offer a wide array of classes to meet the needs of all our students. We serve 37 heterogeneously grouped classes that provide balanced literacy instruction using a workshop model approach. We provide small group instruction through guided reading, writing and math. P.S. 60 has a CTT class on each grade K-5. We are able to support our at-risk students with 2 highly qualified teachers in each room. We have 6 self-contained classes to meet the social and cognitive needs of each student identified with special needs. P.S. 60 offers accelerated classes on the 2nd, 3rd, 4th, and 5th grade levels to support our more able learners to continue to exceed standards.
 - 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.

P.S.60 utilizes a balanced literacy approach to reading and writing. This highly effective approach teaches key concepts, strategies and skills in a very child centered environment. Our math program is the Everyday Math program which is a research based hands on program. We used multiple resources to teach content areas such as textbook, historical fiction, authentic documents, and software and the Internet. We also integrate Social Studies through the arts with our arts partner from Arts Connection. Our accelerated classes are presented with independent projects, and work with community service groups. To meet the needs of our struggling at-risk and marginal (low level 3) students, we have and will continue to offer Academic Intervention Services first through our special education providers (speech, OT, PT, IEP, SETTS) and grade level support teachers. The students receive one on one or small group instruction. We utilize, Foundations in all grades K + 1 class, Wilson, Sondag, Wilson and now Lindamood Bell instruction. We will expand the Lindamood-Bell Program this year to our Paraprofessionals. We also provide Reading Recovery services to our most at-risk first grade students in the extended day program. We have one full time guidance counselor, 1 part-time SAT team to assist students and parents of at-risk students. We provide after school small group and test prep help

to grade 3,4,5 identified students in reading and math October-April 1, 2-3 times weekly to raise student achievement levels through our Title III . We offer our ELL students additional support in Math and ELA through an after school and in school program with Award software...

3. Instruction by highly qualified staff.

Instruction at P.S. 60 is provided by highly qualified teachers. (see Pg.7 School Demographics and Accountability snapshot- Teacher Qualifications.) Besides having highly qualified teachers, P.S. 60 is fortunate that all of our 72 teachers are fully certified. We will continue to recruit fully certified teachers, including our paraprofessionals, who have completed the career ladder (refer to pg. 7).

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 presented by our highly qualified coaches (Literacy and math) during Opening, Election Day, Brooklyn-Queens Day and faculty meetings. We address a wide variety of instructional topics in literacy, math and content areas. Teachers on the grade and across grades meet during monthly common prep meetings. Curriculum mapping and looking at student work is usually the focus. Our ESL teacher provides professional development on meeting the needs of our ELL students. This helps fulfill requirements for teachers and paraprofessionals. We receive training from Lindamood Bell to train staff to help us implement this exciting program. Our arts partners continue to expand our ability to integrate content area instructions with the arts through drama, dance and the visual arts. Our staff members attend outside professional development through professional organizations such as Lindamood Bell and Schoolwide Inc.

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

P.S. 60 is a low needs school. We do, however, encourage all teachers to attend professional development opportunities to enhance skills. Through our affiliation with Schoolwide, we do attend workshops and have staff developer come to P.S. 60. Our instructional team members will continue to pursue National Board Certification status. We have expanded the Inquiry Team to help us use data to drive instruction.

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

P.S. 60 offers throughout the year, parent workshops on balanced literacy, Everyday Math, city and state test preparation and writing. Our Leadership Team surveys parents for suggestions of workshops that would be of interest. ESL parents attend many workshops throughout the year.

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.

Most of the students enter P.S. 60 after being at home or attending a day care center nearby. Our own Pre-K students have been involved in all school initiation throughout the year. Their teachers have received on-going staff development in balanced literacy, assessment and math as well as content area instruction. This should lead to smooth transition to kindergarten. Our Pupil Personnel Team will assess and plan appropriate intervention for any identified at-risk Pre-K student as they enter kindergarten this year. Parent workshops targeting students will help support parents to help their children. An orientation

in June and Parent Conference in September will prepare parents for the transition as well. A new parent handbook for kindergarten and incoming students will help answer many transition questions.

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.

Quarterly, our teachers monitor reading assessment by measuring independent reading levels based on the Fountas and Pinell System. This and TC Pro results are used to drive instruction and to identify students in need of intervention. Teachers use the Predictive and the Interim Assessments to monitor assessment results as well as our own Continental and Options testing. City and State results are shared with the Leadership Team and P.T.A.

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 school's Pupil Personnel Team serves first as a resource to staff to modify or adjust instruction to students reading additional assistance. The Team will create PIPs for students who have experienced failure. Academic intervention is offered in all grades through the extended day and by providers with experience in teaching. Report card grades are monitored by our administration.

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.

We plan to consolidate our Federal, State and local resources to provide services to all of our classes. We will reduce class size in all early grades. We will combine funds in order to continue our Leveled Literacy Reading teacher and Reading Recovery Teacher if funding allows. We will combine funds to provide support for our students who achieved a low 3 on ELA and Math or other assessments. We will support our high 3 students to exceed standards.

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR⁴ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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.

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.

Part B: For Title I Schools Identified for Improvement

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.

⁴ 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: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)⁵ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

⁵ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school's Instructional \ Inquiry Team continues to look at the ELA New York State Standards and Performance Standards and compare them to our curriculum maps and our reading program. We have updated our maps in June with our staff developers from Schoolwide.. We will continue to review them this year. We used the Great Expectations brochures as a resource for all of the subject areas. We have been refining our curriculum maps each year including the pacing of instruction. Our new reading program(Rigby) is aligned with the standards and contains specific components within the daily lesson plans for ELL students. It has a daily pacing calendar and suggested timeframe. We will also investigate to determine if this new program is truly aligned with the standards. We will continue to review the Schoolwide program to again see if it is truly aligned to the standards. Having sufficient ELA material could be an issue for this school. We will look at our current inventory in the classrooms and resource areas to be better able to answer this question. We ordered additional guided and shared reading material last year. We will have difficulty obtaining more supplies this year as we have a budget deficit. We continue to provide PD for the teachers who are working with the ELL student through our Network and through Award. We are differentiating for instruction to an extent for our ELL students, however we will continue to work in this area.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have some problems with having sufficient materials, however, the new reading program seems to have material that may meet more of our students ELA needs. We will monitor this over the first half of the year and then we will assess to see what additional material, especially in writing, we may need for the remainder of the year. We have added a new class this year and no additional money has been

allocated for this class. We will continue to work to find additional resources. Meeting the needs of our IEP or ELL students continues to be an area of concern. Our Instructional \ Inquiry Team will continue to assess our needs and possible steps to take by June 2010.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to support our staff with professional development through Schoolwide as well as through Lindamood Bell, Rigby and through our network.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our Instructional Inquiry Team will look at the data on the state math test and our own Continental testing from the 2008-09 school year as well as Acuity data and analyze this to look for areas of weakness and see if the curriculum in these areas are not aligned with the standards. We utilize Everyday Math which is aligned to the standards along with the use of the workshop model in math. Our data shows that we are finding success but we are making math our priority this year as we are not finding the same success as similar schools. We have identified two areas of problem solving and measurement. We continue to find again that not enough small group instruction is happening in math.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will provide professional development in differentiation and math in areas of concern. We will observe classes during math scheduled times.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the

high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administrative team along with the Instructional Inquiry Team will examine recent observations and experience with ELA classroom instruction. We will survey our cluster staff to find the extent of direct instruction for the content areas. We will share our results and plans by Feb. 2010. We have made progress from last year

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our classroom teachers use the workshop model which lends itself to differentiated instruction. Also guided reading is in all classes which also differentiates instruction. The content area teachers also use the workshop model however differentiation is done to a lesser degree. The Inquiry and Instructional Teams spent quite a number of hours creating student goals in order to differentiate instruction. We will begin to implement the goals as an annual and interim goal this year.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will ask for the services of our network support staff to support the cluster teachers with help to use data to differentiate instruction. We would like additional training for the special education classes if possible.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12

mathematics classrooms. *School Observation Protocol (SOM⁶)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Instructional Inquiry Team has made math instruction a key focus last year. We used the workshop model in math but had less guided math time than for literacy. We now have the technology equipment for all to use (Smartboards and laptops) but have just begun to utilize them for math as evidenced by observations.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teacher observation and feedback from staff.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Professional development for small group guided and independent work and technology integration will be planned to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

⁶ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We will review the BEDS data over the last three years. We believe that we do not have a problem with teacher turnover however we have had a number of retirements and new classes forming especially our CTT classes. This has meant a number of new teachers joining our staff over the last three to four years.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our new teachers have proven to be highly motivated as well as prepared. They have and will continue to receive additional support and professional development to continue to build their skills and knowledge.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to provide additional professional development through Teacher's College, Schoolwide and Inc. and through our SSO. We will mentor when appropriate and offer intervisitation and work with our Coaches to the newest teachers.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We will review our professional development logs to determine the number of staff who have been offered and accepted professional development opportunities over the past two years. We will survey the staff to determine which staff members have attended any PD for ELLs on their own. We will also see how many of our staff know what training is available to them example QTEL.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ELL test taking students have made some strides over the past two years but we still need to support them to reach standard level especially in writing. We have a growing number of long term ELLs, many of them are also IEP driven students. We need to work to find ways to support this group as well as former ELLs and students who just passed the LAB and did not qualify for services.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We have applied for the ELL Success Grant with the hope of being able to provide more professional development to our staff. We will also ask our Network to provide more professional development.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We will review this finding with our Inquiry/Instructional Team with our ESL provider to see the extent of the problem with understanding of the NYSESLAT or LAB results. We test all students with the TC assessments, Continental and Options tests. We do running records with all students including the ELL students. We also present the ELL Predictive and ITA

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers in the classroom are aware of the "label" beginner, intermediate or advanced but do not truly understand the implications for the classroom as evidenced by how the teachers differentiate for the ELL students.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will ask our network support staff member to provide additional PD to staff about the meaning of the NYSESLAT results and how to better differentiate instruction for our ELLs based on their proficiency levels. We also have difficulty supporting our ELL –IEP driven students.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have made strides to better support our CTT, Setss and self-contained students to build their capacity in literacy (Lindamood Bell). We have move many students from 1- 2. The teachers of these students still need additional instruction in order to bring the students with various disabilities up to standard level.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our data from the standardized tests and our own tests indicate that our IEP driven students have made great strides over the past three years. They however have not reached standard levels. Our teachers indicate that they often lack some capacity to remediate the learning disability that is the underlying reason.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to work with our Instructional Inquiry Team this year to seek out more effective materials for the teachers. We will expand our use of an effective program (Lindamood Bell) to our 2nd grade to help prevent the need for referral and to help more of our students reach standard level before the testing grades.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We will survey staff during a common prep meeting to see how the student's accommodations and modifications are being addressed in the classroom. Our AP for special education along with our IEP Teacher will compile the results and report to the Instructional team. Many staff members have expressed that they are unfamiliar with the process or with the meaning of some elements of the IEP. We have found that many teachers have seen that the goals on the IEP especially for the related services are not aligned with the classroom teacher's work or with the standards.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our IEP driven students in the general education classroom have not made the progress they would be expected to make according to the data. Some of these students may do better if the GE teachers were more aware of the significance of the goals that are set by the Setss or related service teachers. The GE teacher may need more background information about a child's learning style to better meet their needs.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The administration will meet with the members of the SAT team and with our related service providers to plan for more articulation days with our GE teachers. We will plan some additional PD days to review the meaning of IEP goals and the standards. We will call on the IEP ISC coordinator to work with us on these endeavors.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 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 2009-10)

APPENDIX 9: 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/rdonlyres/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.)
None
2. Please describe the services you are planning to provide to the STH population.
If we had STH students we would have our Guidance Counselor work with any agencies to help support the students. We would offer additional AIS support and counseling as needed.

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 the borough Integrated Service Center (ISC) or Children First Network.