



P.S. 060 WOODHAVEN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 060 WOODHAVEN
ADDRESS: 91-02 88 AVENUE
TELEPHONE: 718-441-5046
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700010060 **SCHOOL NAME:** P.S. 060 Woodhaven

SCHOOL ADDRESS: 91-02 88 AVENUE, QUEENS, NY, 11421

SCHOOL TELEPHONE: 718-441-5046 **FAX:** 718-805-1487

SCHOOL CONTACT PERSON: FRANK DESARIO **EMAIL ADDRESS:** FDeSari@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Frank DeSario

PRINCIPAL: Frank DeSario

UFT CHAPTER LEADER: Rose DeVito

PARENTS' ASSOCIATION PRESIDENT: Maricela Quinones

STUDENT REPRESENTATIVE:
(Required for high schools) NA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** CFN 303

NETWORK LEADER: KATHLEEN LAVIN

SUPERINTENDENT: MICHELE LLOYD-BEY

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Frank DeSario	Principal	Electronic Signature Approved.
Rose DeVito	UFT Chapter Leader	Electronic Signature Approved. Comments: Previous Approval given Was unable to approve online. Gave verbal approval Gave verbal approval over the phone.
Daniela Trainer	UFT Member	Electronic Signature Approved. Comments: Previous approval given Was unable to approve online. Gave verbal approval. Gave verbal approval
Maricela Quinones	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Previous approval given Was unable to approve online. Gave verbal approval. Received verbal approval
Zoila Durand	Parent	Electronic Signature Approved. Comments: Previous approval given Was unable to approve online. Gave verbal approval. Gave verbal approval
Kaliopi Tepelidis	Parent	Electronic Signature Approved. Comments: Previous approval given Was unable to approve online. Gave verbal

		approval. Could not remember password. Gave verbal approval.
Tracey Aisenbrey	UFT Member	Electronic Signature Approved. Comments: Previous approval given Was unable to approve online. Gave verbal approval. gave verbal approval
Kim Andrews	DC 37 Representative	Electronic Signature Approved. Comments: Previous approval given Was unable to approve online. Gave verbal approval. gave verbal approval
Maldonado Lisa	Parent	Electronic Signature Approved. Comments: Previous approval given Was unable to approve online. Gave verbal approval.
Evelyn Alicea	Parent	Electronic Signature Approved. Comments: Previous approval given Was unable to approve online. Gave verbal approval.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Mission Statement

P.S. 60's mission is to be number one in Math and Literacy in the district. To do this we have to write more, read more, and learn more. We have the best teachers, best students, best school. Our teachers are special. Make everyday count!

Vision

See change for the opportunity it brings.

P.S. 60 serves 1,205 students from Pre-K through grade 5. Students come from the local neighborhood, which enables it to be an integral part of the Woodhaven community. The school has an increasingly transient population that enters and leaves the school in all grades and throughout the year. This affects the achievement and attendance of a small, but significant, minority of students. In spite of this, the school works hard to promote good attendance which shows in the 92.4% attendance rates for the 2009-2010 school year. All classes, K through 5, follow the Balanced Literacy Model which includes real-aloud, shared, guided and independent reading. In the lower grades students use modeled writing. In the upper grades, students use the writer's workshop model with emphasis on the 4-Square organizer. The school is well resourced with a good number of stationary and laptop computers, as well as Smartboards, document cameras and 2Know Response Systems in classrooms and in the library/media center. The Woodhaven School follows the Core Knowledge Curriculum in grades Pre-K through 5, which encompasses subject areas such as: language arts, social studies, and science. Since 2008, all grades participated in Core Knowledge. The collaboration of the SLT, PTA, cafeteria staff, custodial staff and UFT is truly the cornerstone of best practices that makes P.S. 60 a fine academic institution where parents and educators improve the lives of children on a daily basis.

All students in grades K-2 use the research based Foundations language program during the balanced literacy block. The program is designed to increase student phonemic awareness using a multi-sensory approach. Students who need additional support meet with a RTI academic intervention teacher 3 to 4 times per week, reinforcing prior lessons to increase phonemic awareness.

In 2004, the current principal arrived and the New York State English Language Assessment scores increased from 57.2% to 62%. In 2006, the scores rose to 78.7%. Continuing this trend, in 2009 ELA scores rose to 79%. In 2006, the English Proficient students scored 74.2% on the ELA exam. In 2007, the scores increased to 75.5%. In 2008 an additional gain of .8% brought the scores to 76.3%. The ELA exam scores for all students in 2009 had increased to 79%.

On the state math exam, in 2005, the scores increased to 74%, a gain of 7.9%. In 2006, the scores went to 84%, with an increase of an additional 10%. In 2007, the student scores rose an additional 5.8% increasing the percentage to 89.8. In 2008, showing significant improvement with the special education students, the school's scores increased to 93.1%, a gain of an additional 3.3%. In 2009, the scores continued to rise to 96% for all students.

The State of New York Education Department has awarded P.S. 60 a certificate that recognizes "success in educating diverse groups of students and has earned recognition as a High Performance/Gap Closing School/District in leading New York forward to accomplish the dual goals of increasing student achievement while closing the gap in student performance 2004-2005.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 060 Woodhaven								
District:	27	DBN #:	27Q060	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	35	36	70		92.8	93.4	TBD		
Kindergarten	161	197	201						
Grade 1	172	177	210	Student Stability - % of Enrollment:					
Grade 2	155	177	180	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	186	165	180		92.9	93.27	TBD		
Grade 4	194	189	171						
Grade 5	220	207	199	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		64	64	80.5		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		15	33	TBD		
Grade 12	0	0	0						
Ungraded	4	1	1	Recent Immigrants - Total Number:					
Total	1127	1149	1212	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					25	27	23		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	37	33	35	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	21	29	27	Superintendent Suspensions	0	0	TBD		
Number all others	46	52	45						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	12	10	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	176	201	200	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	3	37	Number of Teachers	82	83	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	16	TBD
				Number of Educational Paraprofessionals	3	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	67.1	69.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	50	50.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	84	88	TBD
American Indian or Alaska Native	1.1	1	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.9	98.9	TBD
Black or African American	6.9	6.8	7.3				
Hispanic or Latino	68.9	69.2	68.6				
Asian or Native Hawaiian/Other Pacific Isl.	18	16.9	17				
White	5.1	5.7	5				
Multi-racial							
Male	48.9	51.1	51.2				
Female	51.1	48.9	48.8				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	97.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	55.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

The school population has close to 70.39% of students from the Hispanic community, Asian 15.92%, Multi-racial 0.33%, White 5.55%, students who participate in our collaborative team teaching program. Our students are approximately 51% male and 49% female. Recent immigrants have come from the Dominican Republic, Guyana and Ecuador. The portion of English Language Learners is larger than other similar city schools at 14.85% and we work continually toward helping English Language Learners gain proficiency in learning the English language. The school has an increasingly transient population that enters and leaves the school in all grades and throughout the year. This affects the achievement and attendance of a small, but significant minority of students. In spite of this, the school works hard to promote good attendance. The attendance currently stands at 94.7%, which is higher than that of other similar city schools. In grades 2 through 5, we offer classes for accelerated students. All classes, K through 5 follow the Balanced Literacy Model which includes read-aloud, shared, guided and independent reading. In the lower grades students use modeled writing. In the upper grades, students use the Writer's Workshop model with emphasis on the 4-Square organizer. The school is well resourced with a good number of stationary and laptop computers in classrooms and in the library/media center. The school's teachers and staff work with parents to support the students' social, emotional and academic growth. The instructional focus of the school's literacy program is based upon teaching strategies needed to make meaning out of text. The Core Knowledge Curriculum which encompasses subject areas such as: language arts, social studies, science and fine arts will be beginning its second school year. What the school is most proud of is the culture that has been set to include collaboration of the School Leadership Team, PTA, cafeteria staff, custodial staff and UFT. This collaboration amongst professionals is truly the cornerstone of best practices that make P.S. 60 a fine academic institution where parents and educators improve the lives of children on a daily basis.

Scores increased in 2005 to 66.4%, outscoring similar schools and city schools. Continuing this trend, P.S. 60 has increased scores to 73.6%. The percentage of students scoring far below the standard in all tested grades was 8.2% in 2004, then decreased to 5.6% in 2005 and in 2006 this percentage decreased again to 3.6%, showing significant improvement in individual differentiated instruction. In 2003, the Hispanic students scored 42%. The current principal arrived in 2004 and scores rose accordingly to 57.2% and increased again in 2005 to 62%. In 2007 general education students scored 74.2% on the ELA exam with a decrease of 4.5%. In 2007, including general education and ELL population, students scored 66.7% with an increase of 4.7%. In 2008 the students continued to improve with an increase of 3.2%.

In 2007, the student scores rose an additional 5.8% increasing the percentage to 89.8%. In 2008, showing significant improvement with the special education students the school's scores increased to 93.1%, a gain of an additional 3.2%. In 2009 the student scores are now at 96% In 2010, the scores decreased to 80%. Using the data from NYSTART we have determined a lack in performance in the skill Fact and Detail.

In January of 2008 the Quality Review Lead Reviewer determined The Woodhaven School should monitor and revise the school's structure for evaluating each students progress throughout the year and for flexibility adapting plans and practices to meet its goals for accelerating learning. With this in mind, the coaches, along with the classroom teachers developed individual customized assessments using ITA/Predictive questions referring the reading skill of Fact and Details. Teachers on each grade level devised and recommended future instruction based the students's needs concerning the reading skill of Fact and Detail. Teachers document each target group's findings, student progress and reflections through inquiry-based common planning grade meetings. From the minutes of the grade meetings, will come Hispanic and Special education subgroups. These students will be the focus of the grade inquiry team.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1. By June 2011, 50% of the 507 Hispanic student subgroup in grades K-3 will demonstrate gains in ELA, as measured by an increase of four or more Fountas and Pinnell reading levels.	<input type="checkbox"/> Teachers will measure student performance <input type="checkbox"/> in the Hispanic subgroup in grades K-3 monthly. We will demonstrate on monthly reader's checklists and collaborate weekly during the SBO data planning period to plan lessons and incorporate Reading and Foundations Strategies in all disciplines of the curriculum throughout the school year.
<input type="checkbox"/> 2. By June 2011, teams of teachers in grades K-5 will be engaged in inquiry as measured by 100% teacher participation at inquiry meetings.	<input type="checkbox"/> 100% of all teachers will collaborate to identify a target group of students for inquiry concerning the reading strategy questioning to answer fact and detail questions.
<input type="checkbox"/> 3. By June 2011, 5% of the 51 special education student subgroup performing on the lowest level in grades 3, 4 and 5 with a focus in SETSS, CTT and 12:1:1 will accelerate reading skills. The goal is to close the achievement gap for these students.	<input type="checkbox"/> 5% of the 51 students in the subgroup will demonstrate growth on the Acuity Predictive/ITA Assessment from the Fall of 2010 to Spring 2011. The subgroup consists of 23 SETSS, 12 CTT in grades 12 monolingual self-contained special education students. The total number of students in this population is 51 students.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funding Sources: Fair Student Funding, DRA Stabilization, and NYSTL for personnel and supplies NYSTL - replenish Foundation Kits and consumables</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><input type="checkbox"/> In grades K-3, an increase of 2% for level 1 and 2 Hispanic students approaching or meeting the standards by December 2010, March 2011, and June 2011. In grades K - 3 formal and informal assessments, Fountas and Pinnel benchmark formal assessments, monthly performance tasks, and teacher observations throughout the school year.</p>

Subject Area
 (where relevant) :

ELA\Inquiry Teams

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 2. By June 2011, teams of teachers in grades K-5 will be engaged in inquiry as measured by 100% teacher participation at inquiry meetings.</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><input type="checkbox"/> <input type="checkbox"/> During monthly Inquiry meetings a team of teachers along with the coaches and assistant principal will analyze data from Acuity and Practice Assessments in order to develop individual customized assessments using ITA/Predictive questions referring the reading skill Fact and Detail. Inquiry Team members will then turn key instructional findings to t eachers on each grade level. The teams will then work collabratively to devise and recommend future instruction based on the student’s needs concerning the reading skill of Fact and Detail. During weekly meetings, teams of teachers collect data on selected students of the subgroup.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Children First, Inquiry Teams and Fair Student Funding</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><input type="checkbox"/>After each ELA asesment such as ITA's, Predictives and standardized test scores in November of 2010, January 2011, and March 2011, teachers will document each target group's findings, student progress, and reflections on the Acuity portal. Achievement will be based on a percentage increase.</p> <p>Staff Members: Principal, Assistant Principals, Coach, AIS teachers and Classroom Teachers.</p>

Subject Area
(where relevant) :

Special Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>3. By June 2011, 5% of the 51 special education student subgroup performing on the lowest level in grades 3, 4 and 5 with a focus in SETSS, CTT and 12:1:1 will accelerate reading skills. The goal is to close the achievement gap for these students.</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><input type="checkbox"/> In conjunction with the Common Core State Standarads, teacher teams will differentiate instruction during the Balance Literacy Block and collect data from Acuity, ELA Practice Exam and school DY0 practice Exam. Teachers will collabrate weekly during the SBO Data Planning meeting along with their Assistant Prinicipal to develop Individualized Student Assessment Plans. Teacher teams on each grade level will devise and recommend future instruction based on the student's needs and incorporate reading strategies into their daily lesson. T eachers will collabrate weekly during common preps to discuss the need of the Special Education subgroup.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Fair Student Funding Title 1</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><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> Monthly monitoring of ARIS Connect Monthly monitoring of Reader and Writer's Checklist Attendance from professional development workshops and meetings Weekly monitoring from SBO Data Planning meeting Snapshots and observations from Principal and Assistant Principals Collection and analysis of data from Acuity, ELA Practice Exam and DOE DYO Practice Exam

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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			N/A	N/A	10	5	10	7
1			N/A	N/A	10	5	10	8
2			N/A	N/A	25	2	10	3
3	150	65	N/A	N/A	15	3	10	4
4	147	55	7	7	20	1	10	7
5	169	145	5	5	50	1	10	1
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> Intervention Programs throughout the school year:</p> <ul style="list-style-type: none"> • Wilson/Fundations Language • Great Leaps • Making Meaning • Earobics Software <p>Throughout the school year:</p> <ul style="list-style-type: none"> • reduced student-teacher ratio enabling small groups instruction • individualized instruction based on assessed needs. • reduced size class in grades K-3 (20-27 students, where possible) • 110 minutes (extended day) • afterschool program <p>SETSS at Risk:</p> <ul style="list-style-type: none"> • supporting at risk students (including ELLs) • small group instruction • service holdover students three times a week • additional Wilson instruction for Special Education classes <p>Frequency Based on Assessed Needs:</p> <ul style="list-style-type: none"> • summer school grades 3-5 (Levels 1 and 2, including ELLs, General Ed.) • small group instruction • after school program, targeted Levels 1 and 2 <p>Frequency Based on Assessed Needs:</p>

	<p>Stars and Cars</p> <ul style="list-style-type: none"> • grades 3 - 5 (including ELLs, and Sp. Ed.) • reading skills driven
<p>Mathematics:</p>	<p><input type="checkbox"/> Extended Mathematics Block (Level 1) (General Ed., Special Ed., ELL's) Small Group Instruction Based on Needs:</p> <ul style="list-style-type: none"> • extended time on task • grades 3 - 5 for 90 minutes • afterschool program • winter break (pending budget) • daily throughout the school year <p>ELL level 1 and 2 scoring below proficiency:</p> <ul style="list-style-type: none"> • reduced student-teacher ratio enabling small group instruction • individualized instruction based on assessed needs • reduce class size in grades K - 5 • daily throughout school year <p>SETSS at Risk:</p> <ul style="list-style-type: none"> • supporting at risk students (including ELLs) • small group instruction • frequency based on assessed needs • service holdover in math instruction three times a week <p>Summer School grades 3-5 (Level 1, including ELLs and General Education):</p> <ul style="list-style-type: none"> • small group instruction • daily <p>Test Sophistication (New York State Coach):</p> <ul style="list-style-type: none"> • grades 2-5 (including ELLs, and Sp. Ed.) • standards driven • frequency based on student's identified needs

	<ul style="list-style-type: none"> • extra time devoted to content instruction • reduced student-teacher ratio enabling small group and individualized instruction • based on teacher assessed needs • math skills driven • extra ESL instruction
Science:	<input type="checkbox"/> SETSS at Risk: <ul style="list-style-type: none"> • supporting at risk students (including ELLs) • small group instruction <p>Frequency Based on Assessed Needs:</p> <ul style="list-style-type: none"> • extra time devoted to content instruction • extra time devoted to hands-on investigations and vocabulary development • reduced student-teacher ratio enabling small group and individualized instruction
Social Studies:	<input type="checkbox"/> SETSS at Risk: <ul style="list-style-type: none"> • supporting at risk students (including ELLs) • small group instruction <p>Frequency Based on Assessed Needs:</p> <ul style="list-style-type: none"> • extra time devoted to content instruction • reduced student-teacher ratio enabling small group and individualized instruction • based on teacher assessed needs
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Guidance Counselor Intervention: <ul style="list-style-type: none"> • individual counseling • needs based (crisis intervention, parent consultations) • students not meeting promotional criteria/ performance standards • students experiencing behavioral/emotional/family issues negatively impacting on learning • ACS Liaison • referrals to supportive agencies
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>counseling for individuals • emotional, health and social counseling • crisis intervention referral • parent consultation

	<ul style="list-style-type: none"> • teacher consultation • referral to supportive and preventive agencies
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>counseling for individuals • emotional,health and social counseling • crisis intervention referral • parent consultation • teacher consultation • referral to supportive and preventive agencies
At-risk Health-related Services:	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/><input type="checkbox"/>district health director-coordinates services throughout district • supervising nurse for each district-monitors services • DOH Nursing services support all elementary schools @ 6hrs/day • monitor health needs of all students • provide first aid • referrals to supportive agencies

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

NCLB/SED requirement for all schools

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

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

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

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

Pre K to 5

Number of Students to be Served:

LEP 182

Non-LEP Not Applicable

Number of Teachers 82

Other Staff (Specify) Guidance Counselor, Social Worker, 2 Speech Teachers, OT & PT

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

There are five State Certified ESL teachers who service the students. English Language Learners are dispersed throughout all classes from grades Kindergarten to five. ESL teachers pull out students for ESL instruction. This lowers the student to teacher ratio, therefore, providing small group instruction and better meeting the needs of the students. Students are grouped by grades and by their language proficiency levels according to the NYSESLAT test scores and/or the results of interim assessments, teacher recommendation or student's progress. ELL students who are at a beginners and/or intermediate levels of language proficiency are provided with 360 minutes of instruction per week. The ELL advanced students receive 180 minutes of instruction per week. The ESL teachers provide instruction using ESL strategies in order to better meet the academic needs of the ELL population. The ESL teachers also confer with the classroom teachers to discuss student progress. This helps the ESL teachers plan lessons which provide instruction that will develop high levels of academic achievement in English and meet the challenging state academic content and standards as all children are expected to meet.

The results of the survey indicate that parents prefer the Free Standing English as a Second Language (ESL) Program. Parents are informed and made aware of the data patterns in the proficiency levels in ELA and math, which shows students are achieving the benchmark.

SIFE students and Long term ELLs are provided with academic intervention through Foundations, Wilson, and other related services pertaining to their individual needs. ELL students participate in the Extended Day program from September to June where they are provided with small and/or individualized instruction to meet their academic needs. The ELL students in grades three through five will be provided additional instruction after school in preparation for the state exams. In addition, the program will provide small group instruction for the purpose of developing and strengthening second language acquisition for low performing ELL students. The grouping of the students will be determined by the data from the NYSESLAT Test and teacher assessments to differentiate instruction.

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.

- 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.

Other strong tentative trainings scheduled throughout the year as offered during the school year. Some topics of interest are but not limited to:

Acuity Training

ARIS Training

Balanced Literacy

In-House Professional Development

Section III. Title III Budget

School: **PS60Q**

BEDS Code: **342700010060**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$30,960- Anticipated	<input type="checkbox"/> 560 hours x \$49.89 = \$27,939.
Purchased services - High quality staff and curriculum development contracts	None	<input type="checkbox"/> Not Applicable
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$30,960- Anticipated	<input type="checkbox"/>
Educational Software (Object Code 199)	None	<input type="checkbox"/> Not Applicable

Travel	Not Applicable	<input type="checkbox"/> Not Applicable
Other	Not Applicable	<input type="checkbox"/> Not Applicable
TOTAL	0	

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. P.S. 60 utilizes the Home Language Survey Form, Ethnic Form and oral interviews in the parents' native language to ensure parents are provided with appropriate and timely information in a language they can understand. After parents complete the Home Language Identification Survey and Ethnic Survey the information is recorded on ATS by the Pupil Accounting Secretary. The ESL teachers review the HLIS and interview the parents. Copies of the HLIS forms are kept on file in the Assistant Principal's office and the originals are placed in the students' cumulative record cards together with the Parent Survey/Program Selection form.
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. Through surveys, we have found that Spanish translations are the most frequently needed form of communication due to a high percentage of Hispanic student population in our school. The comments written and orally expressed by parents through the survey, demonstrate satisfaction with translations and oral interpretation provided by the school. Findings are reported to the school community through letters and the Annual School Report Card.

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.

During parent orientation, the parent coordinator informs the parents that written and oral translations are provided to parents that speak a language other than English. In addition to the parent coordinator, in-house staff such as: the assistant principal and other staff members are available to assist with translation as needed. The written translations provided are: workshop fliers, test date reminders, PTA meetings and workshops, evening parental involvement events, school trips, calendar of events and parent-teacher conference reminders. Department of Education translated forms are downloaded in the parents' native language.

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 be provided by our Parent Coordinator, Assistant Principal, school staff, parent volunteers and outside translators will be contracted for all other languages as needed (example: parent-teacher conferences and special education services).

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>. P.S. 60 will use in-house school staff, parent coordinator, parent volunteers and outside contractors if needed.

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 2010-11:	\$690,901	\$38,708	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,240		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,545	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$69,085	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100% as of January 5, 2010 according to current NCLB report.

6. If the percentage of high quality teachers during 2009-2010 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.

N/A

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

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). These programs, activities, and procedures will be planned and operated through 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. This will include providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, to the extent practical, in a language parents can understand.
- The school will involve the PTA with Title I, Part A programs in decisions about how the 1% of Title I, Part A funds reserved for parental involvement will be utilized.

- 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 in 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. P.S. 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:
 - send parent policy to all parents at the beginning of the year
 - parent meetings to discuss plan
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:
 - Provide for parent members on the School Leadership Team

- Encourage parents to attend PTA meetings
 - Annual Parent Survey
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:
- Development of parent/child activity nights
 - Invitations to school events (ex. Holiday shows, Core Knowledge show, Carnival, writing celebrations, trips, etc.)
 - Workshops to understand curriculum, testing, activities, etc.
4. P.S. 60 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following additional programs:
- Workshops on health and other family concerns
 - Meetings with support team members
 - Referrals to Title I agencies
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 given 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.60s parent coordinator will designate a date for the PTA president and executive board to meet to discuss changes in the policy with an open invitation for parents to attend. At this time, changes will be voted on by the parents in attendance and then made to our plan. The PTA recording secretary will take minutes of the meeting to ensure changes are correctly written. The parent coordinator will disseminate copies of the new plan to all parents.
6. P.S. 60 will build the schools' and parents' capacity for strong parental involvement. In an effort to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, the school will:
- a. 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 and out of state, including any equipment or other materials that may be necessary to ensure success.)
 - PTA meetings will inform parents of workshops, meetings, dates of tests, and other pertinent information.
 - Workshops will be held by the parent coordinator which will involve teachers, guidance counselor, coaches, assistant principals and principal to keep parents informed
 - Parent orientation will be held in each classroom on every grade in the Fall
 - Literacy and math curriculum workshops held yearly
 - Meetings to inform parents about standardized testing in applicable grades
 - Parent letters
 - A-501 letters, report cards and informal assessments sent throughout the year
 - Monthly calendars
- b. Provide materials and training to help parents work with their children to improve academic achievement such as, literacy training and using technology, as appropriate, to foster parental involvement, by: having special parent/child activities, linking parents with teachers to discuss individual student needs, holding informational workshops and sending home communications with tips and information to help parents.
- c. With the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, on how to reach out to, communicate with and work with parents as equal partners. Implement and coordinate parent programs and build ties between parents and schools, by discussions at faculty and professional development meetings, PTA meetings and holding parent conferences.
- d. 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, public preschool and other programs. Also, conduct other activities such as, parent resource centers, that encourage and support parents to more fully participate in the education of their children, by inviting parents to PTA meetings, trips, plays, celebratory events, conferences, etc.
- e. Take the following actions to ensure that information related to the school and parent activities is sent to the parents of participating children in an understandable and uniform format It would include alternative formats upon request and, to the extent practicable, in a language the parents can understand. These communications will contain contact information if parents have questions or concerns.

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 child's academic achievement. This would include the following discretionary activities listed under section 1118(e) of the ESEA:

- covering reasonable and necessary expenses associated with parental involvement activities such as our parent/child events

- training parents to enhance the involvement of other parents

- 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 phone conferences between teachers or other educators. The parent coordinator would work directly with participating children and with parents who are unable to attend those conferences at school.

- adopting and implementing model approaches to improving parental involvement.

- developing appropriate roles for community-based organizations and businesses in parental involvement activities.

- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

The 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 its inclusion in the CEP and on a PTA meeting agenda. This policy was adopted by P.S. 60 on June 1st, 2006 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 28, 2010

In June 2011, the school's Parent Involvement Policy will be evaluated.

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.

School Responsibilities

P.S. 60 will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]P.S. 60 will deliver instruction based on the New York State curriculum in all subject areas. We will be in compliance with all state mandates. Teachers will follow the Scope and Sequence calendar for all subject areas and will utilize high quality, proven methodologies and strategies to help students learn. A warm and welcoming climate will prevail in every classroom and throughout the school. Students will be imbued with the school's vision and every child will be encouraged to maximize his or her potential.

1. Hold parent-teacher conferences twice yearly 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 spring each year.
2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: through individual student report cards distributed three times a year.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during daily preparation periods, PTA meetings, and parent conference days in our school building. Parents may reserve time for specific staff members by requesting an appointment.

4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parent Coordinator will encourage parents to volunteer for class trips, school events and evening meetings and activities. The PTA President and Executive Board will encourage parents to sign up as volunteers as the need arises such as Open School Week.
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 all 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 the 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:

- monitoring attendance
- making sure that homework is completed
- Monitoring amount of television their children watch.

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 Leadership 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

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

- do 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

- practice courteous and appropriate school behavior

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

The School Leadership Team meets monthly to review and address assessments made of student progress. State standardized test results from all assessments are reviewed by the School Leadership team and under the direction of the Principal are discussed at faculty meetings. Assistant Principals meet monthly with the grades and staff they directly supervise. At these meetings assessments are reviewed and discussed in relation to specific target groups and/or grades. The annual school report card is also disseminated and reviewed to provide a clear and all encompassing picture of student performance and academic need.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Throughout this Comprehensive Education Plan for P.S. 60 we detail the specific data (assessments), programs, strategies and changes that address the above. However, each of these areas is discussed in each smart goal within the Action Plan that follows. The Action Plan gives a concise overview of student performance.

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.

Students work in small groups and/or individually with classroom, funded and cluster teachers.

o Help provide an enriched and accelerated curriculum.

Academic Intervention Services are provided daily to students in mathematics and literacy. The Foundations program is utilized for K – 2 students while the Wilson program is utilized for students in Grades 3 - 5.

o Meet the educational needs of historically underserved populations.

There are 4 Special Education classes and 4 CTT classes to meet the needs of this population. SETSS programs are available to students with IEPs and a ten week STARRS program is available to students who are in need of support and are at-risk.

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.

Speech, occupational therapy and physical therapy is also made available to students in need. Our IEP team interacts with students having specific social and academic problems to provide testing that generates IEP's and counseling.

o Are consistent with and are designed to implement State and local improvement, if any.

Parents of these students are met with and given information about local centers that do outreach and provide services.

3. Instruction by highly qualified staff.

All recruited teachers will be appropriately certified wherever possible. Where they are not we will monitor their progress through Principal counseling, administrator support and Teacher Center technical assistance.

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.

Through professional development afforded by the UFT contract, the school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results.

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

P.S. 60 will employ the following strategies to attract highly qualified teachers:

i. Principal in collaboration with the ISC Operation Centers' Personnel Manager and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

ii. Principal in collaboration with the ISC Personnel Manager and Liaisons will work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities. In addition our Instructional Learning Division in collaboration with the ISC Teacher Center Literacy Leaders offers teachers a critical component to obtain 12 credits towards their master's degree.

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

P.S. 60 is fortunate to have the services of a Parent Coordinator who provides information to parents and involves our parent body in after school events that they can share with their children. Yearly literacy and math nights, "Mommy/Daddy and Me" nights, and workshops on specific subjects (testing, health, etc.) are scheduled. An active PTA works in conjunction with the Parent Coordinator to involve as many parents as possible. The PTA holds monthly meeting that alternate between daytime and evening so every parent can be involved. Our School Leadership Team is comprised of an equal number of parents and staff to insure parent input. In addition, the school's Quality Review will involve parent input. A bi-lingual interpreter is provided at all meetings that take place in our school. Bi-lingual interpreters are hired during parent teacher conferences as well.

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.

□ In order to achieve smooth transitions, administrators and teachers work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School Pre-Kindergartens and Special Education Preschools as follows:

Ongoing Communication for Staff

- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.
- Pre-Kindergarten teachers will develop a list of competencies/skills that Pre-Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/skills will be passed onto the kindergarten teachers for use in making curriculum decisions. The Pre-Kindergarten standards will also be shared with the Kindergarten staff and supervisors.
- Provide Work-Sampling Assessment Portfolio from pre-K to Kindergarten teachers for viewing in order to focus on the strengths and weaknesses of incoming Kindergarten students.
- Share Department of Education curriculum and standards for kindergarten with CBO agencies and Pre-Kindergarten staff in order to expose them to what will come next.

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.

□ The School Leadership Team is made up of representatives of teachers. During meetings, this group, along with parent representatives and the administration, discuss and evaluate student achievement based on available academic assessments and the overall instructional program. Faculty meetings and grade meetings also present opportunities for teacher input. UFT meetings provide a closed forum for teachers to discuss any concerns about the instructional program. The Principal meets with the UFT Chapter Chairperson and representatives to discuss any matters related to the instructional program. During professional development meetings, teachers are encouraged to give feedback and share information pertinent to good decision making.

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.

□ Student performance is continually assessed at P.S. 60 through portfolios including, teacher made assessments, Acuity assessment, Principal and Assistant Principal observations, Kaplan practice and standardized testing. Students who experience difficulty in any academic area are given individualized support from classroom teachers, AIS teachers, cluster teachers and Literacy and Data and Technology Coach. In addition, students scoring on level 1 or 2 are given extended day instruction during a 75 minute program two days a week. Based on need,

during the school year, after school programs are made available for students at-risk in literacy and mathematics. Parent conferences are arranged to inform parents of the needs of their children and to provide specifics on the interventions provided to address student deficiencies.

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.

□ P.S. 60 has coordinated and integrated Federal, State and local services programs into the daily operation of our school. The staff has been given training in violence prevention programs such as Conflict Resolution. We currently service all students at P.S. 60 with nutritional meals. Jamaica Hospital programs, with direct linkage to above named services and linkage with our school Social Worker, Guidance Counselor and Psychologist, help provide specific information to P.S. 60 families that can benefit from these programs.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title II	State			N/A		True	21

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

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.

- **Wilson**
- **Foundations**
- **Great Leaps**
- **Making Meaning**
- **Everyday Math Program**
- **Core Knowledge Curriculum**

2. Ensure that planning for students served under this program is incorporated into existing school planning.

See Action Plan for Smart Goals

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;

Level 2 students in grades 3 - 5 will attend extended day program, which is 110 minutes a week. Summer School for grades 3 - 5 (Levels 1 and 2, including ELLs, General Ed.)

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Students will use

- Core Knowledge
- Balanced Literacy Program
- Everyday Mathematics Program
- Writer's Workshop
- Foss/Harcourt

c. Minimize removing children from the regular classroom during regular school hours;

- - □ **Reduced Student-Teacher Ratio Enabling Small Groups**

- **Individualized Instruction Based on Assessed Needs**

- **Grades K-3 (20-27 students, where possible)**
- **Push in AIS**
- **STARS**

4. Coordinate with and support the regular educational program;

See Action Plan for Smart Goals

5. Provide instruction by highly qualified teachers;

All recruited teachers will be appropriately certified wherever possible. Where they are not we will monitor their progress through Principal counseling, administrator support and Teacher Center technical assistance.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

See Action Plan for Smart Goals

7. Provide strategies to increase parental involvement; and

See Action Plan for Smart Goals

8. Coordinate and integrate Federal, State and local services and programs.

☐ Health Services

Regional Health Director- Coordinates Services Throughout Region

- **Supervising Nurse for Each District-Monitors Services**
- **DOH Nursing Services Support All Elementary Schools @ 6hrs/day**
- **Monitor Health Needs of All Students**

At-Risk Services Provided by the Social Worker:

Referral to supportive and preventive agencies (MTTC, MRDD, SSI/SSD)

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

9

2. Please describe the services you are planning to provide to the STH population.

Parental involvement programs that make a special effort to reach out to parents in homeless situations Research-based programs that benefit highly mobile students:

- Wilson
- Foundations
- Great Leaps
- Break Through to Literacy
- Small group instruction and At-Risk Intervention Services to provide supplemental instruction to students whose achievement is below grade level
- Data collection to assess the needs and progress of homeless and other highly mobile students

- Outreach services to students living in shelters, motels, and other temporary residences to help identify homeless children and youth and advise them of available school programming
- Basic needs such as school uniforms, school supplies, and health-related needs
- Counseling services

Part B:

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).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

This is a non-title 1 school

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

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_27Q060_102910-144550.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 303	District 27	School Number 060	School Name The Woodhaven School
Principal Frank DeSario		Assistant Principal Marilyn Custodio	
Coach Kathleen Degnan		Coach Catherine O'Sullivan	
Teacher/Subject Area type here		Guidance Counselor Sharon Morganstern	
Teacher/Subject Area type here		Parent Maricela Quinones	
Teacher/Subject Area type here		Parent Coordinator Jeannette Gonzalez	
Related Service Provider Wendy Gutierrez		Other Aymee Reip	
Network Leader Kathleen Degnan		Other Digna Rodriguez	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1205	Total Number of ELLs	182	ELLs as Share of Total Student Population (%)	15.10%
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Part II: ELL Identification Process

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

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

1. When a parent comes to register their child, the secretary provides the parent with a Home Language Survey, which is a questionnaire in the parents' home language and/or in English. If the home language is other than English or student's native language is other than English, then this will determine eligibility for the administration of the LAB-R.

Once the parent indicates that the student speaks a language other than English an informal interview will be conducted in the child's native language. This will determine if the student is proficient in a language other than English. This helps confirm the language proficiency level of their native language and English. This also helps determine whether the child is eligible to be assessed with the LAB-R. If the home language is only English, then the child is not an English Language Learner and no further action is necessary.

The pupil accounting secretary informs one of the five ESL certified teachers and/or the Assistant Principal who supervises the ESL program. The pedagogue(s) who is/are responsible for the initial ELL identification process will determine whether the students are eligible for LAB-R testing. We have two ESL teachers, over ten classroom teachers, school based support team staff, the parent coordinator, Para-professionals, and School Aides that can assist in translating Spanish, Arabic, Chinese, Italian and Croatian. If necessary a translator is requested to help facilitate the informal oral interview in the parents' native language.

After reviewing the Home Language Identification Survey (HLIS) and completing the informal interview, the parent is informed whether the child is eligible for LAB-R testing according to their responses on the HLIS.

The child is administered the LAB-R. If the child is found to be an ELL and speaks Spanish, then the Spanish LAB-R is administered by either one of our ESL teacher who speaks Spanish or a Certified ESL teacher together with one of our Spanish speaking Para-professionals. Testing with the LAB-R is done within ten days of the students' admittance to the school. The results will determine entitlement for English as a Second Language services. The child who is identified as an ELL will also take the NYSELAT in the spring to evaluate the students' language development and progress. The NYSELAT will be administered every spring until the child reaches the proficient level in English and tests out of the program.

2. A parent orientation is held for parents and guardians of students who have been identified as ELLs in the fall. The ESL teachers and the Parent Coordinator reach out to parents in the schoolyard and during Meet the teacher sessions of the upcoming parent orientation meeting. This parent orientation meeting is to inform parents of the three program choices available for ELL students. Parents receive a letter and/or flyer inviting them to the orientation meeting. A brochure in the parents' native language is provided and a translator also explains the three programs in Spanish or in their native language as needed. A video informing parents of the three programs for ELL students is presented in the parents' home language. After the parents are clear and understand the program choices they complete and submit their Parent Survey and Program Selection forms which indicate the program of their choice for their child. There will be other parent meetings throughout the year as needed.

3. The Assistant Principal, ESL Teachers and the Parent Coordinator welcome parents, distribute and explain the Parent Survey/Program Selection Forms. At the parent orientation the parents and guardians are informed of the different programs available for ELL students. The parents are also informed about their rights to select a program of their choice. A video is presented to show the different ESL programs available in New York City. Parents receive materials about programs; a translator is provided in Spanish and any other language needed. After the parents are clear of the program choices they submit their parent selection form indicating the program of their choice.

An opportunity is provided to answer questions, concerns, clarifications, and individual assistance if needed. If a program choice is not

available at PS60Q, parents have the right to select another school that offers the program of their choice. Parents are urged to return their Parent Survey and Program Selection Form at the orientation or the following day. The ESL teachers and the Parent Coordinator in collaboration with the classroom teachers follow up in collecting the Parent Survey and Program Selection Forms from the parents.

If parents choose another program which is not offered at our school, administration in coordination with the office secretaries will contact the district office to inquire about school placement options that offer the parents desired program for their ELL child. In addition, parents are also informed that if the Parent Survey and Program Selection forms are not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. If the parent(s) fails to return the Parent Survey and Program Selection Forms they will be contacted by phone, or spoken to during dismissal time as well as during Parent Teacher Conferences if needed. The timeline for collecting the Parent Survey and Program Selection Form depends upon enrollment and up to, but no more than, a month after student entitlement. If a program choice is not available at PS60Q, parents have the right to select another school with the ESL program of their choice.

4. Once the child takes the LAB-R, the ESL teacher hand scores the test and determines the level of the child (Beginner, Intermediate or Advance). The LAB-R cut score determines the English proficiency level. Students are grouped by grade and English proficiency level. Parents are invited to make an appointment to meet with the ESL Team who will provide information regarding ESL instruction and program choice. For new ELL students an Entitlement letter is sent to the parents. Parents are also informed of the Parent Survey and Program Selection forms. If ELL students do not pass the NYSESLAT in the spring a Continuation Entitlement letter is sent to the parents notifying them of their child's scores. Parents of ELL students who pass the NYSESLAT in the spring receive a Non-entitlement letter. Copies of all these letters remain on file in the Assistant Principal's office, who supervises the ESL program. Parents are also informed of the Parent Survey and Program Selection form. Parents will be invited to meet with the ESL teachers during Parent Teacher conferences and throughout the year as needed. The ESL teachers are Cecilia Rodriguez, Rose De Vito, Kelly Rojas, Maria Themelis and Melissa Onorato. These pedagogues are certified ESL teachers with more than one year experience teaching ELLs and with the ELL identification process.

5. After reviewing the Parent Survey and Program Selection forms for the past several years, the trend in parent program choice is the freestanding ESL program which we offer at PS60Q. One hundred percent of the parents select the ESL program at our school, which is aligned with the ESL and ELA standards. The teachers implement intensive ESL methodologies, integrating content area instruction. The students participate in small group, task-oriented instruction that guides the production of language, both in verbal and written form.

6. The freestanding ESL program model offered at PS60Q is aligned with the parent requests and program choice as indicated by their responses on the Parent Survey and Program Selection forms.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish	0								0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	28	31	27	16	16	22								140
Chinese	1	2	2	0	1	0								6
Russian														0
Bengali	3	3	3	3	2	1								15
Urdu	2	2	1	2	0	1								8
Arabic	2	1	1	0	0	1								5
Haitian														0
French														0
Korean														0
Punjabi				1										1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish		1												1
Albanian		1												1
Other		1			1									2
TOTAL	36	42	34	22	20	25	0	179						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1.
 - a. The ESL program is the Freestanding ESL program model. The ESL teachers Pull-Out students and provide instruction in small groups.
 - b. The students are instructed by grade level and are homogeneous grouped by English proficiency level. However, instruction is differentiated to meet the diverse academic needs of the students.
2. We have five ESL certified teachers. Each ESL teacher provides instruction to a specific grade. Due to the large number of ELL students that are entitled for services in grade one all five ESL teachers divide students in order for them to receive ESL services.
 - a. The ESL teachers provide the mandated instructional minutes by planning collaboratively with grade level teachers to align the ESL curriculum with each grades' curriculum. Classroom teachers are made aware of the 180 minutes of ESL instruction for the ELL students in their class.
3. The ESL teachers provide ESL instruction through the content areas. Teachers differentiate content area instruction by providing visual aids, math manipulatives, using Total Physical Response, role-playing, flash cards, picture dictionaries, utilizing Foundations when needed etc. When necessary ELLs are provided with books in their native language to facilitate understanding of the content area taught.
4. To differentiate instruction
 - a. The ESL and AIS teachers provide additional small group instruction for SIFE students, during the school day. During the Extended Day additional instruction is provided twice a week, Mondays for 75 minutes and Tuesdays for 37.5 minutes.
 - b. For ELLs with less than three years and who take the state tests, ESL, classroom and AIS teachers provide test-taking strategies in small groups in order to help students in preparation for the state tests. In addition, teachers focus on building cognitive academic language proficiency (CALP).
 - c. ELLs receiving service 4 to 6 years are assigned to specific teachers during the Extended Day in order to reinforce and provide

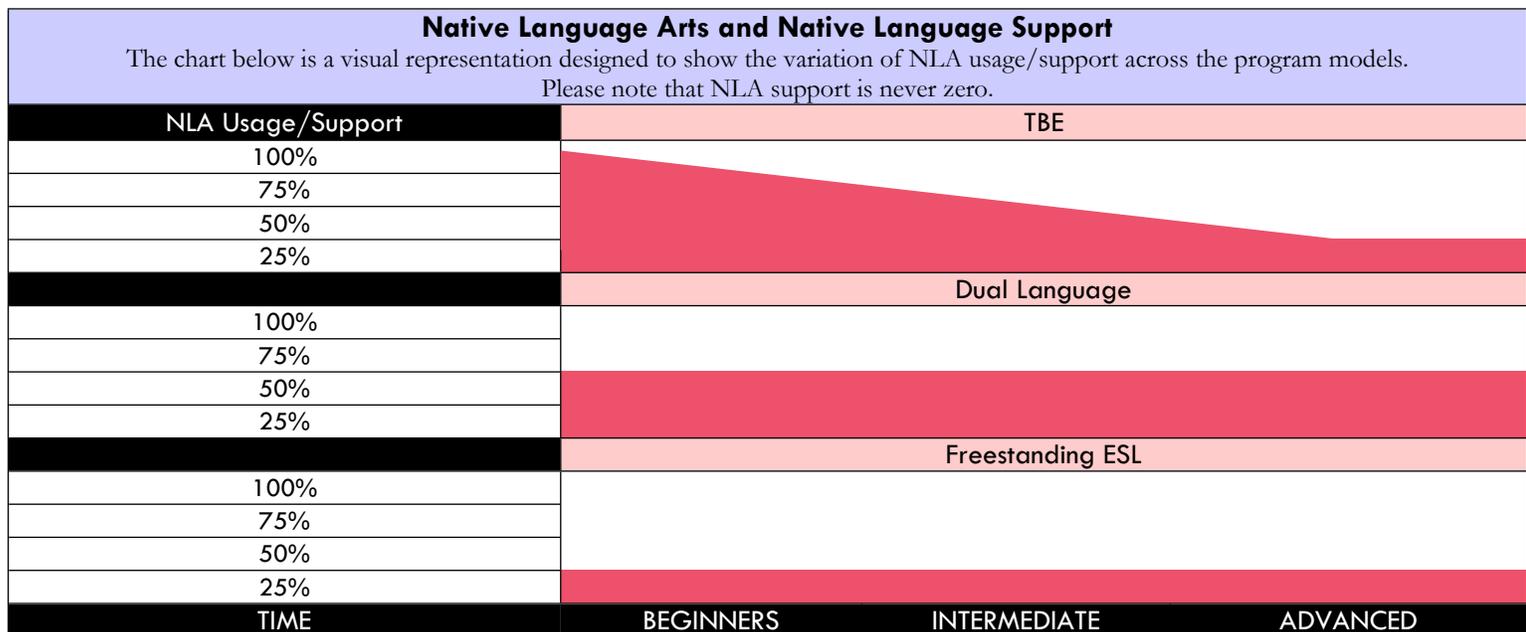
additional instruction in reading and math. Extended Day teachers will collaborate with the ESL, AIS and classroom teachers and analyze student work and data. This will provide a focus on the instruction needed to help these ELLs prepare for standardized tests.

d. For Long-Term ELLs academic intervention is needed, therefore their name is submitted to the IEP team for further recommendations.

e. ESL teachers who serve ELLs with special needs will focus on the basic skills in reading, writing and math. Classroom teachers will share the students' IEPs in order to be informed of the students' special academic needs and prepare and plan lessons to meet their needs.

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

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



B. Programming and Scheduling Information--Continued

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

5. ESL teachers are assigned to a grade and they divide the largest amount of ELL students, which happen to be in grade one. ESL teachers analyze the ELL students' performance score on each modality on the spring NYSESLAT results. This helps target the interventions necessary for the specific modality. ESL teachers will collaborate with the classroom teacher and any other teacher who provides instruction to these students.

Special Education/ELL students receive ESL instruction by a certified ESL teach and additional instruction during Extended Day twice a week 75 minutes on Monday and 37.5 minutes on Tuesday. Instruction is provided by a Certified Special Education teacher, preferably their classroom teacher. Two to three students are assigned to specific teachers who will provide additional instruction during the reading block. Teachers will review the data on ARIS to evaluate the students' academic needs and provide instruction and strategies to help students improve.

Students who have been held over will be provided with additional AIS services. Classroom, ESL and AIS teachers will keep track of student progress by analyzing the data of the Periodic Assessments, classroom tests, literacy and math portfolios as well as their progress report. ESL, AIS and the classroom teachers will confer on students' progress using the Reading and Writing Checklists monthly. The Reading Checklist monitors each student's Fountas and Pinell reading level. The Writing Checklist monitors each student's growth in mechanics and content. Teachers continuously differentiate instruction and keep and track of the students' progress.

Students' low performance on the writing subtest of the NYSESLAT will receive writing intervention. In turn all teachers working with these specific ELL students focus on practicing note taking and writing a short response after listening to selections in preparation for the state tests.

ELL students, who did not meet the performance standard in reading, will be provided with addition instruction in reading during the Extended Day and during the school day. ESL, classroom and AIS teachers who are working with these students will be made aware of the students' low performance on the reading subtest of the NYSESLAT. Teachers will confer with the students and keep notes on the students' reading behaviors. This will help teachers assess student progress on a weekly basis. In turn the teachers will focus on reading and test taking strategies, which will prepare the students for state tests. Classroom teachers, ESL and AIS teachers will compare their data using the Reading Check list monthly to monitor students' growth.

For ELL students who did not meet the writing performance standard on the spring 2010 NYSESLAT, the ESL, AIS and classroom teachers will monitor their writing pieces. These teachers will confer with students and take notes on their writing behaviors and prepare mini lessons to address the students' academic needs. The teacher will analyze the students' monthly progress using the Writing Checklist and address students' writing needs. They will compare their data using the Writing Check list monthly to monitor students' growth.

ELL students' academic performance in Math, Science and Social Studies will be discussed and assessed to further provide intervention during the school day by the ESL, AIS and classroom teachers. ELL's progress in math is monitored through periodic assessments, monthly portfolio pieces, monthly quizzes, and unit assessments. In addition, Science and Social Studies content is differentiated through appropriate reading level material.

6. ELLs who have reached proficiency level on the NYSESLAT will be closely monitored. They will also receive small group instruction in reading and math by an AIS teacher during the school day. Additional instruction will be provided in Extended Day. The ratio of teacher to student is two to three students per teacher during Extended Day. Teachers will review the data on ARIS in order to evaluate the students' academic needs and provide test-taking strategies to help students reach their academic goals. Former ELLs will be ensured appropriate testing accommodations.

7. This year the focus is on fully preparing the students to make substantial progress on standardized tests. All teachers who are providing instruction monitor the students' academic progress by analyzing monthly reading, writing and math pieces. All teachers have access to ARIS and are responsible to use student data to monitor students' scores on the periodic assessments in literacy and math. Teachers will monitor strengths and weaknesses to prepare lessons and differentiate instruction to focus on students' academic needs. In addition, parents are being encouraged and trained to access and monitor their child's academic performance, through ARIS.

8. This year we will not be implementing the push-in model of instruction due to class placement of ELL students.

9. We have a large population of ELLs and they are afforded equal access to all school programs. In accordance with NCLB policy, the following programs are implemented: Extended Day, AIS, after school programs, evening activities such as Mommy and Me, Daddy and Me, Movie Night, Game Night, etc.

10. ELL students use the same materials their classmates use. New comers use computer instructional programs such as "Starfall" to listen to phonetic sounds and intonation of the English language. This program has pictures, letter recognition, words, stories, etc. that supports new ELLs with language development. Students can also access "Portal Portal" and other websites that support language development. All ELL students have access to computers; some use it to write short responses, for additional practice in literacy and math, and skills needed as indicated by Acuity assessments. Visual manipulatives such as picture dictionaries, flash cards, and other tactile materials are included in our instructional materials.

11. Teachers provide Spanish books in the content area and in literacy for student reading; native language support is provided as needed. This allows students to keep up with the Core Knowledge curriculum used in our school. Parents are encouraged to read with their child in their native language as well.

12. Yes, required services support and resources are age and grade level appropriate for ELLs'.

13. There are no activities before the beginning of the school year to assist newly enrolled ELLs.

14. We are a Kindergarten to grade five school that does not offer language electives offered to ELLs..

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

1. ESL teachers are provided with professional development through the CFN and through the OELL as needed. They also meet monthly, or as necessary, with their Assistant Principal, who supervises the ESL program. Teachers and Administration discuss student intervention, progress, and goals.
2. During grade five meetings, teachers are provided with strategies necessary to support ELLs as they transition from elementary to middle school. Administrative staff prepares teachers with literature informing students and parents of various middle school programs and school choices.
3. Teachers attend grade meetings with certified ESL teachers who provide training in instructional strategies for their ELL population throughout the year.

E. Parental Involvement

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

A monthly newsletter is sent to parents notifying them of current and ongoing programs and activities in both Spanish and English. We address the needs of all parents and invite them to participate in Nutrition Classes, Mommy & Me, Daddy & Me, Movie Night, Game Night, etc. Our ELL parents are included in our PTA meetings and all parent activities. The parent Coordinator is available to translate for our non-English speaking parents.

2. We partner with Cornell University which provides workshop for parents on nutrition and making healthy food choices. We partner with Safe Space, an organization which provides workshops for parents on Domestic Violence, Counseling, etc. Health Plus has also provided workshops for parent to keep them informed on health services for the entire family. We refer families in need to the Elohim Community Development and Outreach which is a neighborhood Food Pantry.
3. The Parent Coordinator sends the parents surveys to assess parental needs, which are then addressed accordingly.
4. The Technology Teacher together with the Parent Coordinator train parents to use ARIS. Parent meeting are held to inform parents on how to prepare their child for standardized tests such as the ELA, NYS Math Exam, Acuity Assessment, etc.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	17	20	14	2	4	6								63
Intermediate(I)	5	14	10	9	4	5								47
Advanced (A)	14	10	12	11	11	14								72
Total	36	44	36	22	19	25	0	0	0	0	0	0	0	182

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

LISTENING/ SPEAKING	B	3	2	0	1	0	0							
	I	5	6	2	0	4	4							
	A	18	17	7	5	5	7							
	P	20	29	17	20	19	19							
READING/ WRITING	B	15	9	1	0	5	6							
	I	14	9	12	4	4	6							
	A	10	5	7	13	14	14							
	P	7	31	6	9	5	4							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	5	3	10	0	6	1	26
4	2	0	6	7	10	1	2	0	28
5	4	2	6	2	8	1	0	0	23
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	5	0	7	3	8	1	24
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
5	3	2	2	0	11	1	0	0	19
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

1. This year we are using the Fountas and Pinnell benchmark to assess our students in Kindergarten through grade two. The data will provide the ELLs letter, sound recognition, phonic development, oral reading, comprehension, and writing. This will give teachers an indication where to begin with the student as well as challenge how much growth the child needs to meet their reading goal.

2. The LAB-R and the NYSESLAT indicate that the ELLs are proficient in listening and speaking but need additional support in reading and writing in all grades.

3. The patterns across NYSESLAT modalities are analyzed and used to drive instruction.

4. For each program, answer the following:

a. The overall language proficiency pattern across grade levels is an increase in all four modalities.

b. The School Leadership and teachers are using the results of the Periodic Assessments to inform and include parents in student academic progress to make budgetary decisions that aid in educational planning.

Our School has learned through Periodic Assessment that our ELL population needs intensive support in vocabulary development through the content areas.

Native Language is used through content area texts to facilitate the transition from L1 to L2.

5. For dual language programs, answer the following: Not Applicable

6. The success of our program for ELLs is evaluated through the combined NYSESLAT modality report and students' standardized test results. Data shows that ELL students are reaching the benchmarks in all content areas.

Additional Information

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

Part V

A. Assessment Breakdown

The grid is based on the current ELL population. Since kindergarten consists of new admits, the K column reflects LAB-R proficiency results. Grades 1-5 reflect the Spring 2010 NYSESLAT proficiency results.

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 060 Woodhaven					
District:	27	DBN:	27Q060	School		342700010060

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	70	69		92.8	93.4	92.5
Kindergarten	197	201	180				
Grade 1	177	210	211	Student Stability - % of Enrollment:			
Grade 2	177	180	205	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	165	180	168		92.9	93.3	92.3
Grade 4	189	171	183				
Grade 5	207	199	190	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		64.0	80.5	80.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		15	33	45
Grade 12	0	0	0				
Ungraded	1	1	1	Recent Immigrants - Total Number:			
Total	1149	1212	1207	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					25	27	23

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	33	35	43	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	29	27	43	Superintendent Suspensions	0	0	0
Number all others	52	45	49				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	10	0	TBD	Number of Teachers	82	83	90
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	16	10
# receiving ESL services only	201	200	TBD				
# ELLs with IEPs	3	37	TBD	Number of Educational Paraprofessionals	3	3	7

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	67.1	69.9	88.9
				% more than 5 years teaching anywhere	50.0	50.6	63.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	88.0	87.8
American Indian or Alaska Native	1.0	0.7	0.7	% core classes taught by "highly qualified" teachers	98.9	98.9	100.0
Black or African American	6.8	7.3	7.1				
Hispanic or Latino	69.2	68.6	70.3				
Asian or Native Hawaiian/Other Pacific	16.9	17.0	15.8				
White	5.7	5.0	5.5				
Male	51.1	51.2	51.0				
Female	48.9	48.8	48.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	60.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 27Q060

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	580,357	34,838	615,195
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,909	3,870	10,779
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	34,545	*	
4. Enter the anticipated 10% set-aside for Professional Development:	69,090	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year.
100% of the teachers are Highly Qualified

6. 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.

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

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

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

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

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). These programs, activities, and procedures will be planned and operated through 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. This will include providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, to the extent practical, in a language parents can understand.
- The school will involve the PTA with Title I, Part A programs in decisions about how the 1% of Title I, Part A funds reserved for parental involvement will be utilized.
- 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 in 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. P.S. 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:

- send parent policy to all parents at the beginning of the year
- parent meetings to discuss plan

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:

- Provide for parent members on the School Leadership Team

- Encourage parents to attend PTA meetings
- Annual Parent Survey

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:

- Development of parent/child activity nights
- Invitations to school events (ex. Holiday shows, Core Knowledge show, Carnival, writing celebrations, trips, etc.)
- Workshops to understand curriculum, testing, activities, etc.

4. P.S. 60 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following additional programs:

- Workshops on health and other family concerns
- Meetings with support team members
- Referrals to Title I agencies

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 given 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.60s parent coordinator will designate a date for the PTA president and executive board to meet to discuss changes in the policy with an open invitation for parents to attend. At this time, changes will be voted on by the parents in attendance and then made to our plan. The PTA recording secretary will take minutes of the meeting to ensure changes are correctly written. The parent coordinator will disseminate copies of the new plan to all parents.

6. P.S. 60 will build the schools' and parents' capacity for strong parental involvement. In an effort to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, the school will:

a. 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 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 and out of state, including any equipment or other materials that may be necessary to ensure success.)

- PTA meetings will inform parents of workshops, meetings, dates of tests, and other pertinent information.

- Workshops will be held by the parent coordinator which will involve teachers, guidance counselor, coaches, assistant principals and principal to keep parents informed

- Parent orientation will be held in each classroom on every grade in the Fall

- Literacy and math curriculum workshops held yearly

- Meetings to inform parents about standardized testing in applicable grades

- Parent letters

- A-501 letters, report cards and informal assessments sent throughout the year

- Monthly calendars

b. Provide materials and training to help parents work with their children to improve academic achievement such as, literacy training and using technology, as appropriate, to foster parental involvement, by: having special parent/child activities, linking parents with teachers to discuss individual student needs, holding informational workshops and sending home communications with tips and information to help parents.

c. With the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, on how to reach out to, communicate with and work with parents as equal partners. Implement and coordinate parent programs and build ties between parents and schools, by discussions at faculty and professional development meetings, PTA meetings and holding parent conferences.

d. 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, public preschool and other programs. Also, conduct other activities such as, parent resource centers, that encourage and support parents to more fully participate in the education of their children, by inviting parents to PTA meetings, trips, plays, celebratory events, conferences, etc.

e. Take the following actions to ensure that information related to the school and parent activities is sent to the parents of participating children in an understandable and uniform format It would include alternative formats upon request and, to the extent practicable, in a language the parents can understand. These communications will contain contact information if parents have questions or concerns.

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 child's academic achievement. This would include the following discretionary activities listed under section 1118(e) of the ESEA:

- o covering reasonable and necessary expenses associated with parental involvement activities such as our parent/child events
- 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 phone conferences between teachers or other educators. The parent coordinator would work directly with participating children and 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 in parental involvement activities.
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

The 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 its inclusion in the CEP and on a PTA meeting agenda. This policy was adopted by P.S. 60 on June 1st, 2006 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before

September 28, 2010

In June 2011, the school's Parent Involvement Policy will be evaluated.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part

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

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

School Responsibilities

P.S. 60 will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic achievement standards as follows: P.S. 60 will deliver instruction based on the New York State curriculum in all subject areas. We will be in compliance with all state mandates. Teachers will follow the Scope and Sequence calendar for all subject areas and will utilize high quality, proven methodologies and strategies to help students learn. A warm and welcoming climate will prevail in every classroom and throughout the school. Students will be imbued with the school's vision and every child will be encouraged to maximize his or her potential.

1. Hold parent-teacher conferences twice yearly 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 spring each year.

2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: through individual student report cards distributed three times a year.

3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during daily preparation periods, PTA meetings, and parent conference days in our school building. Parents may reserve time for specific staff members by requesting an appointment.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parent Coordinator will encourage parents to volunteer for class trips, school events and evening meetings and activities. The PTA President and Executive Board will encourage parents to sign up as volunteers as the need arises such as Open School Week.
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 all 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 the 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:

- monitoring attendance
- making sure that homework is completed
- Monitoring amount of television their children watch. 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 Leadership 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

Student Responsibilities

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

- do 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 practice courteous and appropriate school behavior

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

The School Leadership Team meets monthly to review and address assessments made of student progress. State standardized test results from all assessments are reviewed by the School Leadership team and under the direction of the Principal are discussed at faculty meetings. Assistant Principals meet monthly with the grades and staff they directly supervise. At these meetings assessments are reviewed and discussed in relation to specific target groups and/or grades. The annual school report card is also disseminated and reviewed to provide a clear and all encompassing picture of student performance and academic need.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.

Throughout this Comprehensive Education Plan for P.S. 60 we detail the specific data (assessments), programs, strategies and changes that address the above. However, each of these areas is discussed in each smart goal within the Action Plan that follows. The Action Plan gives a concise overview of student performance.

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Students work in small groups and/or individually with classroom, funded and cluster teachers.

- o Help provide an enriched and accelerated curriculum.

Academic Intervention Services are provided daily to students in mathematics and literacy. The Foundations program is utilized for K – 2 students while the Wilson program is utilized for students in Grades 3 - 5.

- o Meet the educational needs of historically underserved populations.

There are 4 Special Education classes and 4 CTT classes to meet the needs of this population. SETSS programs are available to students with IEPs and a ten week STARRS program is available to students who are in need of support and are at-risk.

- 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.

Speech, occupational therapy and physical therapy is also made available to students in need. Our IEP team interacts with students having specific social and academic problems to provide testing that generates IEP's and counseling.

- o Are consistent with and are designed to implement State and local improvement, if any.

Parents of these students are met with and given information about local centers that do outreach and provide services.

3. Instruction by highly qualified staff.

All recruited teachers will be appropriately certified wherever possible. Where they are not we will monitor their progress through Principal counseling, administrator support and Teacher Center technical assistance.

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.

Through professional development afforded by the UFT contract, the school’s professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results.

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

P.S. 60 will employ the following strategies to attract highly qualified teachers:

Principal in collaboration with the ISC Operation Centers’ Personnel Manager and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

Principal in collaboration with the ISC Personnel Manager and Liaisons will work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities. In addition our Instructional Learning Division in collaboration with the ISC Teacher Center Literacy Leaders offers teachers a critical component to obtain 12 credits towards their master’s degree.

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

P.S. 60 is fortunate to have the services of a Parent Coordinator who provides information to parents and involves our parent body in after school events that they can share with their children. Yearly literacy and math nights, “Mommy/Daddy and Me” nights, and workshops on specific subjects (testing, health, etc.) are scheduled. An active PTA works in conjunction with the Parent Coordinator to involve as many parents as possible. The PTA holds monthly meeting that alternate between daytime and evening so every parent can be involved. Our School Leadership Team is comprised of an equal number of parents and staff to insure parent input. In addition, the school’s Quality Review will involve parent input. A bi-lingual interpreter is provided at all meetings that take place in our school. Bi-lingual interpreters are hired during parent teacher conferences as well.

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.

In order to achieve smooth transitions, administrators and teachers work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School Pre-Kindergartens and Special Education Preschools as follows:

Ongoing Communication for Staff

- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
 - Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.
 - Pre-Kindergarten teachers will develop a list of competencies/skills that Pre-Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/skills will be passed onto the kindergarten teachers for use in making curriculum decisions. The Pre-Kindergarten standards will also be shared with the Kindergarten staff and supervisors. Provide Work-Sampling Assessment Portfolio from pre-K to Kindergarten teachers for viewing in order to focus on the strengths and weaknesses of incoming Kindergarten students.
- Share Department of Education curriculum and standards for kindergarten with CBO agencies and Pre-Kindergarten staff in order to expose them to what will come next.

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.

The School Leadership Team is made up of representatives of teachers. During meetings, this group, along with parent representatives and the administration, discuss and evaluate student achievement based on available academic assessments and the overall instructional program. Faculty meetings and grade meetings also present opportunities for teacher input. UFT meetings provide a closed forum for teachers to discuss any concerns about the instructional program. The Principal meets with the UFT Chapter Chairperson and representatives to discuss any matters related to the instructional program. During professional development meetings, teachers are encouraged to give feedback and share information pertinent to good decision making.

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.

Student performance is continually assessed at P.S. 60 through portfolios including, teacher made assessments, Acuity assessment, Principal and Assistant Principal observations, Kaplan practice and standardized testing. Students who experience difficulty in any academic area are given individualized support from classroom teachers, AIS teachers, cluster teachers and Literacy and Data and Technology Coach.

In addition, students scoring on level 1 or 2 are given extended day instruction during a 75 minute program two days a week. Based on need, during the school year, after school programs are made available for students at-risk in literacy and mathematics. Parent

conferences are arranged to inform parents of the needs of their children and to provide specifics on the interventions provided to address student deficiencies.

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.

P.S. 60 has coordinated and integrated Federal, State and local services programs into the daily operation of our school. The staff has been given training in violence prevention programs such as Conflict Resolution. We currently service all students at P.S. 60 with nutritional meals. Jamaica Hospital programs, with direct linkage to above named services and linkage with our school Social Worker, Guidance Counselor and Psychologist, help provide specific information to P.S. 60 families that can benefit from these programs.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source	Program Funds Are “Conceptually” ¹	Amount Contributed to	Check (✓) in the left column below to verify that the school has met the intent
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the

	<i>(i.e., Federal, State, or Local)</i>	Consolidated in the Schoolwide Program (✓)			Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	and purposes² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			690,901	x	30-44
Title I, Part A (ARRA)	Federal	x			38,708	x	15-18
Title II, Part A	Federal	x			331,363	x	15-18
Title III, Part A	Federal	x			30,960	x	25-30;54-66
Title IV	Federal			x			
IDEA	Federal			x			

identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Tax Levy	Local	x			4,615,865	x	15-18;30-44
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