



P.S. 060 ALICE AUSTEN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 060 ALICE AUSTEN
ADDRESS: 55 MERRILL AVENUE
TELEPHONE: 718-761-3325
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100010060 **SCHOOL NAME:** P.S. 060 Alice Austen

SCHOOL ADDRESS: 55 MERRILL AVENUE, STATEN ISLAND, NY, 10314

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

SCHOOL CONTACT PERSON: BONNIE FERRETTI **EMAIL ADDRESS:** BFerret@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christine Reese

PRINCIPAL: BONNIE FERRETTI

UFT CHAPTER LEADER: Diane Greco

PARENTS' ASSOCIATION PRESIDENT: Maria Trani

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: GREGORY JAENICKE/Jose V. De La Cruz

SUPERINTENDENT: MARGARET SCHULTZ

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Bonnie Ferretti	Principal	Electronic Signature Approved. Comments: yes
Christine Reese	UFT Member	Electronic Signature Approved. Comments: Yes Yes yes
Maria Trani	Parent	Electronic Signature Approved. Comments: Yes Yes yes
Diane Greco	UFT Chapter Leader	Electronic Signature Approved. Comments: Yes Yes yes
Joan Insinna	Parent	Electronic Signature Approved. Comments: Yes Yes yes
GraceAnn Tufaro	Parent	Electronic Signature Approved. Comments: Yes Yes yes Yes to approval
Liz Cianfrone	Parent	Electronic Signature Approved. Comments: Yes Yes yes
Christina Dolcimascolo	Parent	Electronic Signature Approved. Comments: Yes Yes yes
Roz Santimauro	UFT Member	Electronic Signature Approved. Comments: Yes Yes yes
Fanne Berenberg	UFT Member	Electronic Signature Approved. Comments: Yes Yes yes
Liz Brech	Parent	Electronic Signature Approved. Comments: Yes Yes yes
Justine Ciofalo	UFT Member	Electronic Signature Approved. Comments: Yes Yes yes

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

P.S. 60's ultimate goal is to create a community of life-long readers, writers and mathematicians who have the necessary skills to become self-directed, critical thinkers and problem solvers. Intense professional development through our coaches, Schoolwide and support network provides our faculty with the support necessary to create a stimulating learning environment. The Instructional/Inquiry Team and the newly created Teacher/ Inquiry Teams have created a school wide comprehensive system for creating, measuring and tracking student goals. Ongoing professional development workshops trained faculty in data retrieval, management and analysis and goal setting. Each Teacher Team identified an area of weakness, tried various intervention strategies and monitored their effects on a targeted population to create systemic change. We will utilize one extended day session for Inquiry/ grade team work this year.

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

The UFT Teachers' Center provides us with resources for lunchtime and parent workshops. Partnerships with Teachers College, Schoolwide and Rigby provide valuable professional development materials. The added element of the School Enrichment Model including IIM and clustering supports all of our students with emphasis on the gifted and talented. The Lindamood-Bell program is and hopefully will be offered to struggling students during the school year. Currently, all special education teachers, K, 1st, 2nd grade teachers as well as speech teachers are trained. The Lindamood-Bell program is currently and hopefully next year with struggling 2nd graders in small group instruction afterschool. Grades PreK-5 use the Everyday Math as our primary vehicle for math instruction during a 75-minute daily math block. Weekly measurement lessons and math games were integrated to reinforce problem-solving skills. A full-time coach supports the effective implementation of the program through focused, on-site math and reading staff development. We have utilized the Exemplar Math program to assess student mastery of units studied. Through pacing calendars and curriculum maps we have organized our math, reading and writing instruction to align with staff development and the standards. We have implemented additional small group instruction based on data to better support our at-risk (Level 1/2) and marginal level 3 students and will continue to make math a priority. Funding permitting we will continue this practice as well all individual tutoring to support targeted students. During extended day, all students will continue to receive small group, data driven instruction in identified area of need. We remain committed to the integration of the arts into all facets of the curriculum through grants from Council money, our Title 1 and Fair Student funding and PTA funds.

P.S. 60 works with Classroom, Inc. to integrate technology with literacy skills. We will work to improve our student's health and fitness through an art and health grant from MetLife. Our first, third and select 4th and 5th grade students will participate in our many dance programs. Our school year

culminates in a school-wide dance festival. We support our part-time band and choral programs and continue to offer diverse after-school enrichment.

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

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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 Alice Austen									
District:	31	DBN #:	31R060	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	62	61	70		93.6	94.5	TBD			
Kindergarten	145	149	147							
Grade 1	141	138	153	Student Stability - % of Enrollment:						
Grade 2	123	145	136	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 3	141	120	142		95.3	96.75	TBD			
Grade 4	126	146	126							
Grade 5	160	120	136	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		55.9	55.5	60.9			
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		2	3	TBD			
Grade 12	0	0	0							
Ungraded	4	1	6	Recent Immigrants - Total Number:						
Total	902	880	916	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
					4	1	0			
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	71	70	75	Principal Suspensions	19	8	TBD			
# in Collaborative Team Teaching (CTT) Classes	51	55	59	Superintendent Suspensions	5	5	TBD			
Number all others	73	67	67							
<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: (BESIS Survey)				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	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	66	45	44	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	2	13	Number of Teachers	71	69	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	16	19	TBD
				Number of Educational Paraprofessionals	17	17	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	95.8	98.6	TBD
				% more than 2 years teaching in this school	80.3	87	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	67.6	68.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	92	93	TBD
American Indian or Alaska Native	0.2	0.6	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.9	100	TBD
Black or African American	5.3	4.8	4.5				
Hispanic or Latino	21.3	20.5	21.4				
Asian or Native Hawaiian/Other Pacific Isl.	9	9	9.8				
White	64.2	64.9	62.6				
Multi-racial							
Male	52.8	51.7	50.1				
Female	47.2	48.3	49.9				
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	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	71.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	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?

ELA- This year the state standards for ELA and Math have been raised. Only 51% of our grade 3,4 or 5 students scored at or above standard level. This is a drop from 80.8%. Grades 4 and 5 scored about the city average with a 61% for grade 4 and 51% for grade 5. Grade 3 fell below the city average with only 41% scoring at or above standard levels. This is the grade however that had the most IEP driven and ELL students taking the test. The Progress Report score of C reflects this drop in scores. All students not meeting standards will need to have the additional support in extended day. Funding is limited but if available will be used to target the current 4th and 1st grade students. The new SBO Monday period will give our Instructional/ Inquiry Teams and Teacher Teams an opportunity to look at student work and data to target areas of needs and build interventions.

This change reflects our improved ability to use data to drive instruction, improved reading and writing, due to Rigby and Schoolwide programs and our second year initiative with the SEM programs including the IIM writing method. We have historically seen a drop in grade 4 scores, so this is encouraging.

This year for the first time we also had more students in our self contained and CTT classes (with IEP's) as all classes were at capacity. Many of these students, as noted by our Inquiry and Teacher Data teams, did not qualify for ESL services, although many students come from homes where English is the second language.

Intervention strategies for our grade K and 1 students for a targeted population, selected by our Teacher Data teams, did yield some improvement. The teams will continue to focus on this population in future years. This year, we no longer had a separate coach for literacy nor were we able to provide any AIS assistance to most of our students due to budget cuts. This year, we will most likely have no coach nor any AIS assistance, for our at-risk students. This has and will continue to have an impact on our ability to meet the needs of our at-risk students. We will continue to arrange our Extended Day, to allow some students to receive help from our Reading Recovery teacher, Wilson teacher, LLI teacher and Lindamood Bell providers, as well as all the speech teachers and Sets teacher. If resources do materialize we will provide AIS as well as individual tutoring for our at-risk students, including of ESL students, which have proven effective in previous years. A part time coach service may also be sought to assist staff in preparing assessments, collecting and analyzing data and provide quality assistance to our at-risk students.

We will work again with Schoolwide (funding permitting) to continue to add units of study, and refine our reading and writing program. We hope to offer differentiated instruction to all staff to reflect levels of comfort with the curriculum and to create a cadre of teachers in need of more modeling and

instruction with the units or with reading strategies. It should be noted that a definite increase in EPAL scores, with 86% of our grade 2 and 87% of grade 3 students met or exceeded standards in writing which is a definite upward trend.

Math- Currently grades K-5 are using the Everyday Mathematics as a primary vehicle for math instruction throughout the school. The instructional program is implemented during a 75 minute math block. Through pacing calendars and curriculum maps we have organized our math instruction to align with the New York State Standards. We have implemented small-group instruction based on data to better support our at risk students. We will continue to make math a priority this year. We will continue to encourage teachers to teach math in the morning for better student focus. During extended day, all students will continue to receive small group, data-driven instruction in identified areas of need.

This year 69% of students in Grades 3, 4, and 5 scored at or above grade level on the State Math Test. This is a decrease from 91.3% last year. It was noted that 29% of children in Grade 4 scored at Level 2. If additional monies are available this year we would like to focus on this group of children and move them to Level 3.

One area of concern as seen through the State Math Test, Continental Math Test, and the Predictive is problem solving and reasoning. Our goal will be to increase this strand on the State Math test by 5% in Grades 3, 4 and 5. We are also looking to increase the percentage of students scoring 3 and 4 by 5% overall.

To achieve this goal we will provide Staff Development for teachers on how to use problem solving strategies in their classrooms. After school programs focusing mainly on problem solving will be offered. We will provide workshops for parents, such as Family Math, so parents will be able to help their children at home.

Science- The number of students meeting or exceeding standard level in science continues to improve. 95% of the fourth grade students scored level 3 or 4. It was noted that only five IEP students did not meet or exceed standard levels. All of these did reach level 2. This test requires reading in a content area and some writing skills. This is definitely a positive outcome for P.S. 60. It was also noted that only 2 ELL students did not make standard levels. This reflects the work of the Title III afterschool program for test taking ELLs to better prepare them for a content area test.

Arts- Through Arts Connection, the 1st and 2nd graders receive dance instruction once weekly, along with the 3rd grade, which receives dance instruction for our International Dance Festival. The 3rd-5th grade classes receive general music, dance, theater and visual arts through the Arts Connection Enrichment Program.

The 5th graders receive theatrical song and dance instruction for their 5th grade show. Some students also receive dance, music, visual arts and theater/film instruction sponsored by the P.S.60 Parent Teacher Association. With additional funding, these programs would be available to students more than once weekly. Pending funding, additional supplies for the programs would be purchased.

Attendance- Our attendance is 94.1%. This includes the day after the snow day when over 600 students could not get to school. Our efforts of giving away special pins and parent awards did have a positive effect. We will continue to give incentive awards to help boost attendance this year.

Parents are pleased with the education their children are receiving at P.S. 60. We have created an Interim Report for parents based upon a request from our Leadership parents indicating that parents wanted more information about their children's progress or needs. The Interim Report has been well-received.

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"/> <p>To increase the number of teachers participating in the Inquiry Team in the school. By January 2011 100% of the teachers (clusters, IEP, CTT, Sets, speech) will be trained and actively involved in data/inquiry team work. During the 2009-2010 year, our new Teacher Teams began participating in Inquiry Team work. All Classroom teachers began looking at data and student work for the grade. One lead teacher was represented on the Instructional/Inquiry Team. These members served as trunk teachers to the remaining teachers on the grade. One cluster teacher also served in this capacity. The teams identified one target area and a small target group. This year we will expand this team to include all providers such as our five Speech and Language teachers, OT/PT staff, IEP, Setts and Guidance staff. These new members will add invaluable insights and ideas to the teams. They will also serve as a weekly resource for information and advisors for teachers with struggling students to avoid unnecessary referrals. This will mean that 100% of the teaching staff in the school will be involved with Inquiry team work.</p>	<input type="checkbox"/> P.S. 60 had an SBO in place last May to provide the additional time needed for Data/Inquiry team work. Each Monday our various teams will meet as a grade or in combined grades to review data provided by one of our three data team members. Target areas and goals will be selected for targeted students. The Data Specialist will train new team members along with new classroom teachers on accessing and analyzing data from the various data systems and Continental and Unit tests. The providers and clusters will be assigned to teams across the grades but they will also be creating 3 new teams with their own target students. The teams will each have their own expert to use as a resource when discussing student progress or lack of progress. The Data Team members who serve as team leaders will be able to do low inference observations and planning as needed through substitute coverage.
<input type="checkbox"/> <p>By June 2011, the percentage of students from grades K-5 meeting or exceeding benchmark levels for narrative writing will increase by 10% from June 2010 levels as assessed by newly created writing rubrics which are aligned to the TC Continuum, State and Common Core Standards.</p>	<input type="checkbox"/> During the 2009-2010 school year all students completed a narrative account writing unit of study and produced a piece for the portfolio. The data from these entries revealed that less than 60% of the students met or exceeded standard levels. Less than 4% scored a level 4. The rubrics were reviewed by the Instructional/Data Team with our staff developer from Schoolwide. Rubrics were inconsistent and not aligned to standards. This year our staff developer will work with the staff to improve writing for narratives

	and create a new schoolwide rubric that is aligned with TC, State and Core standards.
<input type="checkbox"/> To increase the number of Inquiry Team/Instructional Team members involved in the development of the Common Core Standards. By June 2011, two Common Core Standard teams will be established and introduced to the Common Core standards and will begin to align the curriculum maps for ELA and MATH to these standards. <input type="checkbox"/>	<input type="checkbox"/> The initial Common Core Standards Team will continue to be trained in Common Core Standards by the Network staff. This team will serve as the turnkey trainers to the Instructional Inquiry Team that will be introduced to the standards. These teams will work with the network team to begin to align the current curriculum maps for ELA and MATH. The Instructional Team members will be turnkey trainers to the Teacher Teams.
<input type="checkbox"/> To improve communication between school leaders and staff by developing and implementing celebrations for success.	<input type="checkbox"/> The Environment Survey for 2009-2010 school year indicated that communication was an area of concern for the teaching staff. Close to 20% of responding teachers indicated that school leaders do not celebrate success at the school. By June 2011 the school leaders will create and implement 3 events to share student success. The school leaders will meet with the School Leadership team to develop several ideas for student celebrations. The leaders will then arrange to implement these during the 2010-2011 school year.
<input type="checkbox"/> To increase the percentage of identified grade 5 students meeting or exceeding standard levels in ELA by June 2011.	<input type="checkbox"/> By June 2011 there will be an increase of 5% in the number of identified fifth grade students who scored a level 3 in grade 3 and below a level 3 on the grade 4 ELA state test, as assessed by the Continental test or TC running record level. The identified grade 5 students will be monitored by the Instructional/Data team this year. These students will be given small group instruction in extended day and in an afterschool program. The ITA, Interim report card and the report cards will be reviewed by the team to identify students in the target group not making progress. Interventions for this target group will be developed by the Instructional team and evaluated for success.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, 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.

Subject Area
(where relevant) :

Inquiry/Data

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To increase the number of teachers participating in the Inquiry Team in the school. By January 2011 100% of the teachers (clusters, IEP, CTT, Sets, speech) will be trained and actively involved in data/inquiry team work. During the 2009-2010 year, our new Teacher Teams began participating in Inquiry Team work. All Classroom teachers began looking at data and student work for the grade. One lead teacher was represented on the Instructional/Inquiry Team. These members served as trunk teachers to the remaining teachers on the grade. One cluster teacher also served in this capacity. The teams identified one target area and a small target group. This year we will expand this team to include all providers such as our five Speech and Language teachers, OT/PT staff, IEP, Sets and Guidance staff. These new members will add invaluable insights and ideas to the teams. They will also serve as a weekly resource for information and advisors for teachers with struggling students to avoid unnecessary referrals. This will mean that 100% of the teaching staff in the school will be involved with Inquiry team work.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Non classroom teachers will receive professional development about Inquiry teams/Teacher teams model by the members of the Instructional/ Inquiry Team.</p> <p>Each non classroom teacher will be assigned to a Teacher Team based on their own expertise and data.</p> <p>The newly expanded Teacher Team will select a target group based on data, strategies to</p>

	support the groups and analyze student work to create systemic change
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>	<input type="checkbox"/> Prep Coverage-Low Inference- Data team funding\Data Specialist funding -Title I <input type="checkbox"/> Per Diem-Sub Coverage Training- Data Team Funding\Data Specialist funding- Title I <input type="checkbox"/>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Agendas <input type="checkbox"/> Student work samples <input type="checkbox"/> Attendance sheets at training sessions.

Subject Area
(where relevant) :

ELA - Writing

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, the percentage of students from grades K-5 meeting or exceeding benchmark levels for narrative writing will increase by 10% from June 2010 levels as assessed by newly created writing rubrics which are aligned to the TC Continuum, State and Common Core Standards.
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<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"/></p> <p><input type="checkbox"/>The Instructional/ Inquiry Team will receive the statistical results of the scores on the 2010 Narrative Account Portfolio entries for all grades. They will look at student work samples for each class. They will review current grade (class) rubrics.</p> <p>The Inquiry team will report results to the Teacher teams</p> <p>Staff receives Professional Development on rubrics, the TC Continuum and standards in writing by Schoolwide Inc.</p> <p>Revise rubrics to match continuum and standards</p> <p>Share revised rubrics with other grades</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"/></p> <p>Consultation by Schoolwide Inc. - Title1 (possible foundation Grant)</p> <p>Per Diem subs- Title 1 (grant)</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> <p>January 2011- Each teacher will successfully grade two samples Narrative Account portfolio pieces from 2010 entries using newly revised rubric</p> <p>June 2011- New uniform standard driven rubrics for narrative account created. We will attempt process for Report of Information</p>

**Subject Area
(where relevant) :**

Common Core Standards.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>To increase the number of Inquiry Team/Instructional Team members involved in the development of the Common Core Standards. By June 2011, two Common Core Standard teams will be established and introduced to the Common Core standards and will begin to align the curriculum maps for ELA and MATH to these standards.</p> <p><input type="checkbox"/></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Attend summer training for Common Core Standards</p> <p>Introduce Common Core Standards to Staff</p> <p>Form a Common Core Standards Sub Team of the Instructional Team</p> <p>Team will align core standards with the September-January curriculum map</p> <p><input type="checkbox"/></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p><input type="checkbox"/></p> <p>Per session- attend after school training on Core Standards- Funding through Network</p> <p>Per Diem-Professional Development days - work to align ELA Core Standards with Curriculum- Data Team funding- Network Funding and Title I</p> <p>Teacher Data Teams will work with the Instructional/Inquiry Team.- Data Team\Specialist and network funding</p> <p><input type="checkbox"/></p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Curriculum maps will be aligned to Core Standards for September- January 2010 <input type="checkbox"/>
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Subject Area (where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To improve communication between school leaders and staff by developing and implementing celebrations for success.
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>	
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>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>To increase the percentage of identified grade 5 students meeting or exceeding standard levels in ELA by June 2011.</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>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>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

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	7		N/A	N/A	4	2		
1	8		N/A	N/A	6		1	
2	5		N/A	N/A	7			
3	10	50	N/A	N/A	9	2	1	
4	5				8		2	
5	6				11	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:	<input type="checkbox"/> Reading – help with decoding and comprehension skills as well as writing strategies will be given to all at risk students as part of the extended day program. Students will work in small groups to address academic delays. Students will also receive help in a push in and pull out small groups pending funding. Test prep- after school program provided for at risk grade 3,4 or 5 students. Grade 1 at risk will be addressed in small group and extended day. Lindamood Bell – grade 2 and 3 students with IEPs and targeted students after school . LMB – at risk students in extended day and small group instruction. P.S. 60 would offer these programs again when funding is available. AIS services for at risk students will be offered again when funding is available.
Mathematics:	<input type="checkbox"/> After school test prep class grades 3,4 and 5 for at risk students. On- Cloud Nine math program – grade 2 at risk program. AIS providers to work in small groups for at risk students pending funding. Grades K-5 at risk math students will be serviced during small group work and extended day. P.S. 60 would offer these programs again when funding is available.
Science:	<input type="checkbox"/> After school test prep for at risk ELL s students. Differentiated instruction by the content area teachers will help support the at risk students by providing tailored material or alternative methods of instruction or performance.
Social Studies:	<input type="checkbox"/> Differentiated instruction will help support the students who may need additional support with content area work. The scoring rubric will give more able students the ability to complete more challenging work to earn a score of 4.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Guidance Counselor assisted students as needed as a result of the PPT meetings, teacher observation and crisis needs of students . Pull out during the day.

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> School Psychologist will provide services to students as needed and as a result of the PPT meetings. Pull out during the day.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> School Social Worker will assist students as needed and as a result of the PPT meetings. Pull our during the day.
At-risk Health-related Services:	<input type="checkbox"/> School nurses monitor medically related issues that may impact on the progress of the students. PD for EPI Pen given to staff.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - 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)

K-5

Number of Students to be Served:

LEP 45

Non-LEP 0

Number of Teachers 6

Other Staff (Specify) N/A

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.

N/A

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.

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

- 1) **Lindamood Bell** : ELLs not meeting ESL standards will participate in this program for additional phonemic, oral and visual activities to increase reading comprehension and fluency. This will take place after school for 15 sessions from October through December, 2009. 2 Teachers @ 15 days x 1 hour x \$49.72 = \$1,491.60
- 2) **Award Reading** : Students will work in small groups using the Smart Board and laptops to reinforce ongoing academic support in literacy. This will take place after school for 28 sessions beginning in October, 2009 through February, 2010. 2 Teachers @ 28 days x 1 hour x \$49.72= \$2,784.32 and 1 Supervisor @ 28 days x 1 hour x \$51.33 = \$1,437.24
- 3) **Literacy and Math Strategies** : Students will work in small groups to emphasize and reinforce literacy and math strategies necessary for the ELA and State Math test. This will take place after school for 15 sessions beginning in February, 2010 through April, 2010. 2 Teachers @ 15 days x 1.5 hours x \$49.72 = \$2,237.40 and 1 Supervisor @ 15 days x 1.5 hours x \$51.33 = \$1,154.93.
- 4) **Science** : Students will work in small groups using the Smart Board to reinforce scientific concepts and vocabulary. Students will also create science experiments and test theories and hypotheses. This will take place after school for 10 sessions beginning in April, 2010 through May, 2010. 1 Teacher @ 10 days x 1.5 hours x \$49.72 = \$745.80 and 1 Supervisor @ 8 days x 1.5 hours x \$51.33 = \$615.96
- 5) **One-on-One Prep Tutoring** : Struggling students needing additional, individual support will work one-on-one with a teacher. This will take place during the teacher's prep period in April, 2010 through May, 2010. ELA and Math: 6 Teachers x 10 preps x \$35.29 = \$2,117.40. NYSESLAT: 1 Teacher x 16 preps x \$35.29 = \$564.64
- 6) **Parent Involvement** : After school workshops with parents and students will take place in the spring, 2010. 1 Teacher x 10 hours x \$49.72 = \$497.20 and 1 Supervisor x 10 hours x \$51.33 = \$513.30

One building administrator will supervise the programs in this Title III proposal. This is the only academic program being run on the program days. The supervisor will assist with student selection, parent communication, parent involvement activities, data collection and analysis, Title III compliance issues, and supervising of staff and for students remaining after program hours.

Section III. Title III Budget

School: **31R060**

BEDS Code: **353100010060**

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	14,760	<input type="checkbox"/> Lindamood Bell (10/19/09-12/15/09) - 15 sessions 2 Teachers @ 15 days x 1 hour x \$49.72 = \$1,491.60 Award Reading 3rd and 4th grade (10/19/09-2/10/10) – 28 sessions 2 Teachers @ 28 days x 1 hour x \$49.72= \$2,784.32 1 Supervisor @ 28 days x 1 hour x \$51.33 = \$1,437.24 Literacy/Math Strategies (2/22/09-4/21/10) – 15 sessions 2 Teachers @ 15 days x 1.5 hours x \$49.72 = \$2,237.40 1 Supervisor @ 15 days x 1.5 hours x \$51.33 = \$1,154.93 Science (4/19/10-5/19/10) – 10 sessions 1 Teacher @ 10 days x 1.5 hours x \$49.72 - \$745.80 1 Supervisor @ 8 days x 1.5 hours x \$51.33 = \$615.96 Award Reading 2nd grade (4/26/10-5/26/10) – 10 sessions 1 Teacher @ 10 days x 1 hour x \$49.72 = \$497.20 1 Supervisor @ 2 days x 1 hour x \$51.33 = \$102.66 One-on-One Prep Tutoring ELA and Math: 6 Teachers x 10 preps x \$35.29 = \$2,117.40 NYSESLAT: 1 Teacher x 16 preps x \$35.29 = \$564.64 Parent Involvement 1 Teacher x 10 hours x \$49.72 = \$497.20 1 Supervisor x 10 hours x \$51.33 = \$513.30
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$240	<input type="checkbox"/> Bilingual books- upper level chapter books in Spanish, Albanian and Chinese for the school library and ESL classroom library Book bins for bilingual books for ESL classroom
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
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.

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	384,536.00	18,066	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	4020.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19,227.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	38,454.00	*	

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

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.

* Federal waiver granted; additional set-asiders 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, Principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by inviting experts in the field to address the staff at workshops and common prep periods ex. Speech and Language experts.

By receiving direct professional development from our Guidance Counselor and administrators on how to conduct parent conference and to inform teachers of resources available to parents. Child abuse workshops will be given yearly to all staff to identify children at risk.

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

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.

P.S. 60 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: We have two highly skilled Coaches to provide on going professional development to staff and to serve as mentors to new teachers. All of our teachers are given an opportunity to attend Teacher's College TCRWP. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the Fall and in the Spring.
2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: 3 report cards, Progress reports of running record, home works missing and # of books read to date.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during prep periods and parent – teacher conferences or by phone.

4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: during open school week, publishing parties or school events.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.

2. Schoolwide reform strategies that:

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

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

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

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

a) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

P.S.60 utilizes a balanced literacy approach to reading and writing. This highly effective approach teaches key concepts, strategies and skills in a very child centered environment. Our math program is the Everyday Math program which is a research based hands on program. We used multiple resources to teach content areas such as textbook, historical fiction, authentic documents, and software and the Internet. We also integrate Social Studies through the arts with our arts partner from Arts Connection. Our accelerated classes are presented with independent projects, and work with community service groups. To meet the needs of our struggling at-risk and marginal (low level 3) students, we have and will continue to offer Academic Intervention Services first through our special education providers (speech, OT, PT, IEP, SETTTS) and grade level support teachers. The students receive one on one or small group instruction. We utilize, Foundations in all grades K + 1 class, Wilson, Sonday, Wilson and now Lindamood Bell instruction. We will expand the Lindamood-Bell Program this year to our Paraprofessionals. We also provide Reading Recovery services to our most at-risk first grade students in the extended day program. We have one full time guidance counselor, 1 part-time SAT team to assist students and parents of at-risk students. We provide after school small group and test prep help to grade 3,4,5 identified students in reading and math October-April 1, 2-3 times weekly to raise student achievement levels through our Title III . We offer our ELL students additional support in Math and ELA through an after school and in school program with Award software...

- o Help provide an enriched and accelerated curriculum.

All grade 3 through 5 students participate in our School Enrichment Model Program. Each student selects an area of study around the arts, technology or communications to focus on throughout the year. Students can select from various programs including band, chorus, dance, technology etc. All classes in grade 2 through 5 utilize the IIM writing from the Renzulli Model.

- o Meet the educational needs of historically underserved populations.

see above

- 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.

see above

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

3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	State	Yes			384536	True	5,6,13,14,19,20,21,23,24
Title I, Part A (ARRA)	State	Yes			18066	True	45
Title II	State	Yes			61338	False	14
Tax Levy	Local	Yes			4306260	True	5,12,13,14,15,16,19,20,21,22,23,24,27,28,29,40,41,42,43,44,45,46,47,48,49

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.

N/A

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

N/A

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;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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/rdonlyres/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.)
0
2. Please describe the services you are planning to provide to the STH population. A student who comes to the school who is in temporary housing will be assessed academically as soon as possible and will be provided with small group instruction to help him/her with any academic delays they may have. The Guidance Counselor and Social Worker will reach out to the parent to offer assistance and offer parents access to our after school programs.

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).

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

CEP RELATED ATTACHMENTS

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

File Name - 28_31R060_110110-124832.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	District 31	School Number 060	School Name Alice Austen School
Principal Bonnie Ferretti	Assistant Principal JoAnn Richardson		
Coach Diane Rees	Coach type here		
Teacher/Subject Area Valinie Naraine/ESL	Guidance Counselor Christine Reese		
Teacher/Subject Area Colleen Bonfield	Parent type here		
Teacher/Subject Area Patricia Walsh	Parent Coordinator Janet Pluy		
Related Service Provider type here	Other type here		
Network Leader Greg Jaenicke	Other type here		

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	1	Number of Certified Bilingual Teachers	0	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	923	Total Number of ELLs	52	ELLs as Share of Total Student Population (%)	5.63%
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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.

Upon registration, the parents are asked to complete a Home Language Identification Survey (HLIS). All parents or guardians of new kindergarten students, students new to the country or students new to New York City Public Schools are asked to complete the survey. At that time, an informal interview takes place by a trained pedagogue. If necessary, a bilingual translator will assist with the interview if a translator is available. The pupil accounting secretary forwards all surveys to the ESL teacher. The ESL teacher reviews each survey to determine LAB eligibility. The HLIS are administered in the students' native language and informal interviews are conducted by either the ESL teacher or other trained pedagogues. The ESL teacher administers the LAB-R to students deemed eligible from the surveys. Additional ATS reports are generated to ensure that all eligible students are identified and tested. Students who are identified as LEP based on the LAB-R results are also administered the NYSESLAT every spring by the ESL teacher and additional pedagogues trained in NYSESLAT procedures. Spanish LEP students are given the Spanish LAB.

As our ELLs are identified, information from the EPIC kit goes home to the parents explaining the 3 program choices. The Parent Brochure, Parent Survey and Program Selection form and Entitlement letter are sent home in the students' native languages or the preferred language as indicated by the parent on the Home Language Survey. All parents are invited to a Parent Orientation meeting in which all 3 program choices are explained in a power point presentation and by viewing the Parent Orientation DVD in their native languages. The orientation meeting is held 2 weeks after school begins. If a parent cannot attend the meeting, the meeting is either rescheduled, the parent is called or another parent brochure is sent home again.

On the Parent Survey and Program Selection form, there are spaces to indicate where and when the form should be returned. Alternatively, additional surveys and selection forms are available for the parents to complete during the parent orientation meeting. Copies of these forms are also available during parent/teacher conferences if they had not been returned at that point. All forms are sent home immediately after the student is identified as LEP. There is continuous follow up by the Parent Coordinator when forms are not returned. We have a school team in place which identifies ELLs throughout the school as new admits arrive. Identified ELLs are immediately placed in our ESL program and receive ESL instruction based on the results of the LAB-R. Currently, due to the ethnic population of our school, we only offer an ESL program.

According to the majority of Home Language Surveys, the ESL program was selected by the parents. As of October 2010, 48 of our ELLs selected the ESL program, 4 selected Transitional Bilingual Education and none selected Dual Language. In the fall 2009, 42 of 44 parents selected ESL and the remaining 2 selected Transitional Bilingual Education. The ESL program model aligns with parent requests. Those parents electing a bilingual program rejected that option since it is not offered at PS 60.

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

Part III: ELL Demographics

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2								12
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	40		10	12	0	3					52
Total	40	0	10	12	0	3	0	0	0		52

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	3	7	5	3	2								25
Chinese	3		1	1	1	1								7
Russian			1											1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1													1
Punjabi														0
Polish														0
Albanian	3	2	1	1	1	2								10
Other	1	2	1	1	2	1								8
TOTAL	13	7	11	8	7	6	0	52						

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.

ELL Programs

P.S. 60 implements a free-standing pull-out ESL program for grades K, 1,2,3 and 5, and a push-in program for grade 4. Our ELLs are grouped according to grade level. The groups are as follows:

- 1) Kindergarten & 1st : Pull-out - all proficiency levels, 2 periods a day, 4 days a week
- 2) 2nd grade: Pull-out - all proficiency levels, 2 periods a day, 4 days a week
- 3) 3rd grade: Pull-out – all proficiency levels, 2 periods a week, 4 days a week
- 4) 4th grade: Push-in - all proficiency levels, 1 period a day, 4 days a week
- 5) 4th grade(with 5th grade): Pull-out– all proficiency levels, 1 period a day, 4 days a week
- 6) 5th Grade: Pull-out- all proficiency levels, 1 period a day, 4 days a week

All Beginner and Intermediate ELLs are serviced 2 periods a day, 4 days a week to equal 360 minutes of ESL instruction per week as mandated by CR-Part 154. All advanced ELLs are serviced at least 1 period a day, 4 days a week to meet the mandated 180 minutes per week. All ELLs are serviced by a certified, highly qualified ESL teacher. The ESL teacher works with the staff to form a mutually accommodating schedule to ensure that all ELLs receive the mandated amount of instruction.

ELL Years of Service and Programs

As of October 15, 2010, P.S. 60 has a total of 52 ELL students. 33 are newcomers, of which 6 are in special education. 4 ELLs are in year 4-6, of which 2 are special education students. 4 of our ELLs have alternate placement paras since their parents rejected the option of placing them in a bilingual program in another school. Currently, we do not have any SIFE students.

ESL Pull-Out Program

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

ESL Push-In Program

P.S. 60 will incorporate a push-in program for grade 4. All general education ELLs are placed in one class. This will allow the ESL teacher to work collaboratively with the classroom teacher and provide extra support for the ELL students. The ESL teacher will provide instruction in English using ESL methodologies and scaffolding. The ESL teacher will meet with the cooperating teacher weekly to plan instruction, and to develop goals and assessment strategies.

Content Area Instruction

In addition to the ESL instructional materials and resources, content area instruction will also include a variety of strategies to make content comprehensible for all ELL students. ELA instruction in the general education classes is provided by Rigby's Literacy By Design which highlights various ELL strategies throughout the program. For all students, P.S. 60 uses Everyday Math and Harcourt Science New York City edition. All content area instruction is in English. Instructional approaches include the use of QTEL strategies, TPR methods, Deconstructing Sentences to provide comprehensible background and vocabulary, and ESL methodologies.

Differentiated Instruction for Subgroups

Through scaffolding techniques such as modeling, schema-building, contextualization and bridging, our ESL program will enable our ELL's to reach their highest potential for learning. Differentiated instruction will be adapted to address the newcomer, year 4-6 ELLs as identified through Extension of Services, and special education students. Using NYSESLAT, the ELL Periodic Assessment results and item analysis, areas of concern will be address for each individual student. Newcomers and ELL's with IEP's will receive more individualized instruction by utilizing more visual/aural strategies, realia and meaningful context. Within the ESL classroom, students will be grouped according to modality/proficiency levels. Mini-lessons and related activities will be adapted to meet the individual needs of the student.

Plan for SIFE

At present, we do not have any students identified as SIFE. However, should a SIFE student enroll in our school, their needs will be

addressed through more individualized instruction, visual materials, scaffolding strategies and peer grouping with students speaking the same language. SIFE children will also be recommended for additional Academic Intervention Services as well. A SIFE library has been established in our school library with a variety of content area books including social studies and science. Naturally, these children will also be mandated for small group instruction during the extended day.

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?

Our ultimate goal is to increase proficiency levels for all of our ELLs. Those children acquiring proficiency in English will be recommended for Academic Intervention Services for continued academic support. Proficient students will continue to receive ELL testing modifications for an additional 2 school years. All content areas will apply differentiated instruction to ELLs through scaffolding, bridging and modeling. Articulation between the ESL teacher, classroom teacher and cluster teachers will target the needs of the student. Intervention services include the Lindamood-Bell program and small group instruction in the Resource Room for all content areas. Title III supplemental programs will also provide small group instruction in ELA, math and science.

In order to support the students' various native languages, bilingual and native language books are available in the school library and the ESL classroom which may be used by the classroom. A native bilingual dictionary was also installed on the computer in the ESL classroom. Accommodations will be made to ensure that students can be instructed in the same language.

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

ESL Instructional Materials and Resources

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

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

Pearson's Rigby Program, On Our Way to English will provide additional materials for learning. This research-based program developed along with David and Yvonne Freeman includes differentiated instruction to meet the needs of all of our ELL's. Pearson's TOPS program

will provide additional support in grammar and vocabulary development for our newcomers. Pearson's Newcomer Phonics will help our beginner and intermediate ELL's with supplemental phonics instruction. Additional materials include poems, short stories, and big books, to supplement the ESL program.

After School and Supplemental Services (Title III)

Title III funds will allow our ELLs to participate in after-school programs beginning in October, 2010 and ending in May, 2011. All ELLs and former ELLs in grades 2-4 will be invited to participate in a variety of programs to provide additional support in the content areas. ELLs not meeting ESL standards will participate in the Lindamood Bell program for additional phonemic, oral and visual activities to increase reading comprehension and fluency. Other after-school programs planned for our ELLs include ongoing academic support in literacy by providing small group activities using laptops, the SmartBoard with materials from the Award Reading Program. Additional support will be provided for math and science as well as continuing our one on one peer-tutoring which began during the last school year.

Currently, P.S. 60 does not offer any programs prior to the start of the school year. However, students are required to read two grade level books as decided by the grade and complete required assignments during the summer. Newly enrolled ELLs will receive those assignments upon registration.

All P.S. 60 students including ELLs receive language instruction through Rosetta Stone. Each student chooses the language they wish to study and receive instruction two periods a week using laptops and headsets.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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?

Parent workshops will be provided throughout the year. A strong connection between the school and our ELL parents will keep parents informed about our school programs and provide ways to nurture their child's learning at home. Parent orientations will take place periodically to inform parents about the ESL curriculum, standards, assessments and expectations. The Department of Education's Translation Unit will continue to provide written translation services so that parents will be notified of school information and events in their native languages. Title III funds will be utilized for parent events throughout the year, including our annual ESL International Tea. This exciting event brings the parents, students and teachers together to celebrate the cultural diversity in our school. Translation and Interpretation funds will be used to purchase new software programs, translators for conferences and to expand our bilingual and native language libraries. Our school will once again host an adult ESL program offered by The Jewish Community Center of Staten Island. Other events include Family Math Night, the International Dance Festival, a Carnival, and Mother/Daughter-Father/Son nights.

Part 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)	3	7	1	2		1								14
Intermediate(I)			2	3	1	3								9
Advanced (A)	10		8	3	6	2								29
Total	13	7	11	8	7	6	0	0	0	0	0	0	0	52

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4	2	0	7
4	0	5	1	0	6
5					0
6					0
7					0
8					0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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.

P.S. 60 monitors all students using the Teachers College Reading and Writing Assessment. Based on TC's suggestions, P.S. 60 uses Fountas and Pinnell's Monitoring for Results, TC's research based Options tests and the Continental Test. This is in addition to the state and city mandated tests. E-PAL is used to assess writing. These assessments help determine fluency and comprehension levels, which result in creating

Science test, 87% of our 4th grade ELLs scored a level 3 and higher. 1 student scored a level 2. Compared to the 2009 Science test, 80% of the students scored a level 3 and one student scored at a level 2. Our ELLs made significant improvement on the 2010 New York State Math Test. 98% scored at levels 3 and higher compared to 83% that scored at level 3 on the 2009 Math Test. In 2010 ELA test results showed that 39% of our ELLs scored at a level 3 compared to the 2009 ELA Test results where 50% of ELL's scored at level 3.

Science and math word walls will be displayed with visuals to increase Tier II and III vocabulary words and comprehension. Hands-on activities such as science experiments using tools, specimens, and objects will be used. Manipulatives and math tools will provide additional support in math. Content area teachers will be encouraged to pair ELLs with proficient students who speak the same language, if available. Content area teachers will train with the ESL teacher and our Network Support Specialist to develop a repertoire of ESL strategies to use with their students. Reading, writing and academic vocabulary will be a primary focus for our ELLs. P.S. 60 will use the ELL Periodic Assessment this year to determine the students' strengths and weaknesses. Using the item analysis data, teachers will be able to focus on the particular needs of the student and plan instruction accordingly. Test taking ELL students who are still dominant in their native language are taught to use translation dictionaries and are given the opportunity to take either a translated test or an English test with a bilingual translator.

Based on the 2010 NYSESLAT and the Fall 2010 LAB-R results, our current population of ELLs consists of 16 beginners, 8 intermediates and 28 advanced. 9 students tested out of ESL last year. NYSESLAT modality results for this year's grades 1-5 show that the listening and speaking modalities appear to be stronger areas for our ELLs, whereas the reading and writing modalities are areas of concern for our ELLs. Instructional emphasis will be placed on strategies to promote reading and writing comprehension in all content areas. Such strategies include scaffolding, monitoring comprehension, conferencing, academic vocabulary development, and providing authentic, bilingual and native language literature.

P.S.60 evaluates the success of our ELL program based on how many students advance proficiency levels in ESL, test out of the program and make progress on the ELA and content area tests.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 060 Alice Austen					
District:	31	DBN:	31R060	School		353100010060

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	61	70	72		93.6	94.5	94.7
Kindergarten	149	147	147				
Grade 1	138	153	139	Student Stability - % of Enrollment:			
Grade 2	145	136	159	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	120	142	142		95.3	96.8	97.1
Grade 4	146	126	145				
Grade 5	120	136	123	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		55.9	60.9	60.9
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		2	3	2
Grade 12	0	0	0				
Ungraded	1	6	4	Recent Immigrants - Total Number:			
Total	880	916	931	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	1	0

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	70	75	86	Principal Suspensions	19	8	10
# in Collaborative Team Teaching (CTT) Classes	55	59	57	Superintendent Suspensions	5	5	0
Number all others	67	67	74				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	45	44	TBD
# ELLs with IEPs	2	13	TBD

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	17	17	31

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	95.8	98.6	100.0
				% more than 2 years teaching in this school	80.3	87.0	90.1
				% more than 5 years teaching anywhere	67.6	68.1	81.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	93.0	94.4
American Indian or Alaska Native	0.6	0.7	0.6	% core classes taught by "highly qualified" teachers	97.9	100.0	100.0
Black or African American	4.8	4.5	4.6				
Hispanic or Latino	20.5	21.4	23.8				
Asian or Native Hawaiian/Other Pacific	9.0	9.8	11.1				
White	64.9	62.6	59.1				
Male	51.7	50.1	49.8				
Female	48.3	49.9	50.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase		Category		
	In Good	v	Basic	Focused	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:

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:			NR	
Overall Score:	39.4	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	3.7	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	26.3					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.8					

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