



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ALICE AUSTEN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R060

PRINCIPAL: BONNIE FERRETTI **EMAIL:** BFERRET@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Bonnie Ferretti	*Principal or Designee	
Diane Greco	*UFT Chapter Leader or Designee	
Maria Trani	*PA/PTA President or Designated Co-President	
Liz Cianfrone	Member/Parent	
Sheri Charett	Member/Parent	
Donna Fellows	Member/ Parent	
Liz Brech	Member/ Parent	
Josephine Mauro	Member/ Parent	
Christine Reese	Member/Teacher	
Marjorie Migliaccio	Member/Teacher	
Patricia Walsh	Member/Teacher	
Justine Ciafalo	Member/Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To increase the number of students meeting or exceeding standard levels for informational writing. By June 2012 the percentage of students from grades K-5 not meeting or exceeding benchmark levels for informational writing will decrease by 10% from the June 2011 levels. (G.E. 35%, Special Education 85%) as assessed by the newly created writing rubrics which are aligned to the T.C Continuum, State and Common Core Standards.

Comprehensive needs assessment

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

All students in grades K-5 must be able to produce a report of information with opinions or arguments to meet state and common core standards in the 2010-2011 school year. 65% of all General Education students and only 15% of Special Education students met or exceeded standard levels for information writing.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Each grade has created a new non-fiction unit that is better aligned to the common core standard using backward designing. New assessments are being developed (rubrics) by teachers and the staff developer for Schoolwide Inc. to assess these new writing pieces. Schoolwide Inc. has partnered with us to support teachers as they implement the new units, Curriculum maps have been revised and will be implemented this year. Teachers will receive on-going P.D. through Schoolwide Inc. to support them during P.D. days and SBO Mondays. Teachers may attend training on Common Core Standards for writing through district, network or central. Our literary library cluster will support our classroom teachers for writing utilizing Schoolwide Inc. kits. A coach (if budget allows) will support the classroom teachers with this goal. The teachers will work in grade teacher teams to look at student work products and design next steps as they revise curriculum maps. This will be on-going from September through June 2012.

Professional Development: Teachers will work with the staff developer from Schoolwide to create new rubrics that are better aligned to the CCLS. Curricular maps with target lessons will be revised. SBO days will be used to look at student work.

Target Population: Classroom teachers and support staff.

Responsible Staff Members: Staff developer from Schoolwide, Assistant Principal and Principal, Instructional Team.

Implementation Timelines: September 2011- June 2012

Activity #2

Direct Instruction for grammar: Literacy library teacher will support classroom teachers unit writing. Students from grade K- 56 will receive direction instruction for editing writing pieces. Schoolwide units will be implemented.

Target population: Students grade K-5.

Responsible Staff Members: Library/literacy teacher, classroom teachers grade K-5.

Implementation Timeline: September 2011 June 2012.

Steps for including teachers in the decision making process.

Teachers form the instructional Team will work directly with the staff developers from Schoolwide to revised writing units to align better with the class. Teacher leaders will work in turn with grade teams to analyze student work, revise curriculum and curriculum maps. Teachers will create rubrics to assess student work.

-Steps for including teachers in the decision-making process.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The school newsletter (60 Minutes) outlines the writing work each grade is working on each month. The teachers invite the parents to publishing parts to list to their children read their written piece. Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Teachers will receive on-going PD from Schoolwide Inc. to become highly qualified. Lead teachers will serve as facilitators to the Teacher Teams to analyze student writing and discuss next steps. Mentor teachers will support new teachers through the writing process. Schoolwide will devote time to struggling and highly qualified teacher

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Title III funds will be used to support our ELL students with reading and writing needs. An afterschool program to support struggling students or identified students will be held from January until after the test. SES will support all students: Budget and resource alignment.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program School, conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (tax levy) Title I and Title III and human resources to implement this action plan from September 2011- June 2012 as indicated below:

: Professional instruction material to support curriculum development during the regular school day.

: Consumable instructional materials for use during extended day or for after school programs.

: Teacher's per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To increase the number of students approaching and meeting standard levels in math. By June 2012 20% of the current third grade IEP drive on the continual or end unit test in June 2011 will move to a level 2. Students in self-contained, CTT or Setss who score a level 1 or 2, high level 1 or level 3 on the third grade Continental Math test.

Comprehensive needs assessment

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

This subgroup was the only group that did not make AYP this year. This was the first year of not attaining AYP in math. As a result we have made progress for our SWD sub-group a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Professional Development: PD will be given to teachers of the targeted students in Recipes for Math, On Cloud Nine (Linda Mood Bell), NY Math Connects, Triumph Math, Math in Focus and or; Singapore Math programs to give staff alternative methods and materials to work with SWD.

Target Population: Teachers serving SWD Responsible Staff Members: A.P for SWD Staff Developers (internal & external) and Data Specialist Implementation Time: September 2011- June 2012.

Activity #2:

Small Group Instruction: Students will receive small group instruction in math utilizing the Recipes for Math, On Cloud Nine programs, NY Math Connects, Triumph Math, Math in Focus as well as Singapore math and Everyday Math.

Target Population: Grade 3 SWD students from Self-Contained, ICT classes, Setts or other IEP students. Responsible Staff: Teachers of self-contained, ICT, Setts and IEP students.

Implementation Time: September 2011 through June 2012

Steps for including teachers in the decision making process.

Teachers will create IEP plans based on data to address areas of need. Teachers will use the data from periodic assessment to drive instruction.

Strategies to increase parental involvement.

Parents will be trained on how to use ARIS Parent Link. Parents will be invited to curriculum conferences to explain math requirements. Parents will be invited to a Common Core Math Parent Conference for math presented by UFT Teachers Center. The Parent Coordinator and other staff (eg. teachers) will attend regular scheduled parent meetings to share information and respond to parent questions.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Mentors are assigned to support struggling teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All SWD are part of the Universal Meal Program. They will receive services through the Special Education teacher and have an annual review to update goals.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program School, conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (tax levy) Title I and Title III and human resources to implement this action plan from September 2011- June 2012 as indicated below:

Professional instruction material to support curriculum development during the regular school day (Schoolwide).

Teacher per diem days to give additional assistance to be self-contained classes for small group or one to one instruction, assessment or planning.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To increase the capacity of teaching staff to deliver reading and writing instruction through the content area of Social Studies. By June 2012, there will be an increase of 10% of our grade four and five students reaching standard levels for writing a response to Document Based Essay Questions as measured by pre and posttests

Comprehensive needs assessment

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

An analysis of the previous 2 years when the Social Studies State test was given and Social Studies report card grade, it was determined that students did well with multiple choice questions requiring written answers based on text information. This year each classroom teacher will be responsible for Social Studies instruction.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Professional Development: PD will be provided to all teachers on teaching literacy skills through the content area. The Network staff will present PD during the extended SBO Monday.

Target population: Teachers in grade K-5.

Responsible Staff Members: Network staff

Implementation Time Line: January 2012 –June 2012

Activity #2

Pre and post testing of grade four and five students to determine a baseline and assess progress. Students will be given a previous state document based essay question based on text. Staff will use the state rubric to score. Staff will analyze results and create target lessons in writing to address weaknesses. Post tests will determine progress. Curriculum maps revised.

Target Population: Grade 4 and 5 students.

Responsible Staff Members: Network staff, Grade 4 & 5 teacher & AP

Implementation Timeline: January 2012 – June 2012.

Steps for including teachers in the decision making process:

Teachers will analyze the student pre-test results. Staff will determine a % of increase in student performance to measure its

effectiveness of activity/strategies.
Teachers will develop target lessons based on S.S. pretest.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The parent coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meeting to share information and respond to parent questioning. Parents will attend parent – teacher conference and teachers will share information from pre and post test with them.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Mentors are assigned to support struggling or newly assigned teachers. H.R. point person will ensure that H.Q.T. (indefinite) meet all required documentations and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Students who are struggling will work in small group during the day/extended day in an afterschool program for ELA.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conception consolidation will allow us to combine Federal and local funds such as Fair Student Funding (tax levy), Title I, Title III and human resources to implement this action plan from January 2012 to June 2012 as indicated. Consumable instructional material for use during extended day. Per Diem Subs for training days. Teacher and supervisor precession for PD planning and data staff to analyze student network.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

To improve results on the parent communication section on the Communication section of the School Report Card. There will be an increase of 10% of parents who agree or strongly agree that “they receive information on services for their child or themselves such as tutoring, afterschool programs, or workshops the can attend to help their child” on the 2011-2012 School Parent Survey as compared to the 2010-2011 survey.

Comprehensive needs assessment

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

On the 2010-2011 % of surveyed parents indicated that strongly agreed or agreed that they receive information about services for their child. By June 2012 there will be an increase of 10% of parents who indicated that they agree or strongly agree with the statement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Workshops planned-A committee of Instructional team members, administrators, network staff and external groups will plan parent workshops on topics of interest of need.

Target Population: Parents of students Pre K- 5.

Responsible Staff Members: Principal, AP, Instructional Team, Network, External groups.

Implementation Time: December 2011 – June 2012

Activity #2

Communication – All workshops will be announced via the school phone messenger system, school newsletter, flyers, and reminder notices sent in various languages. It will be posted on E Chalk. Parents will be given a list of workshops offered before the school survey is taken in the spring.

Target population: Parents Prek-5

Responsible Staff Members: 60 Minutes Editor, Parent Coordinator, SLT.

Implementation Time: September 2011- June 2012.

Steps for including teachers in the decision making process.

Teachers for the SLT will suggest various workshops to present to parents. They will either present or help organize workshops for parents.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops will be presented during the day and evening to increase participation. Parent Coordinator will arrange for translators. Workshop reminders will be made by phone messenger and posted on E Chalk.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Novice teachers who would like to present workshops will be paired with more season teacher presenters.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Workshops on Internet Safety will be coordinated with the Safety Committee and School Safety. Workshops on health issues will be coordinated with Nurses and District Health Coordinator.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program School, Conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title I, Title III, and human resource to implement this action plan for September 2011 – June 2012 as indicated below:

Supervisor per session

Teacher per session

Copies and consumables.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	0	0	N/A	N/A	2	0	0	0
1	83	83	N/A	N/A	0	1	0	0
2	62	62	N/A	N/A	0	0	0	0
3	64	64	N/A	N/A	4	0	0	0
4	61	61	20	20	1	0	0	0
5	55	55	0	0	0	1	0	0
6								
7								
8								
9								
10								
11								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Extended Day Small group guided Reading Afterschool test prep tutoring
Mathematics	Extended Day Small group guided Math Afterschool test prep tutoring
Science	Afterschool test prep
Social Studies	Small group
At-risk Services provided by the Guidance Counselor	One on one and small group
At-risk Services provided by the School Psychologist	One on one
At-risk Services provided by the Social Worker	None
At-risk Health-related Services	None

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: P.S 60

School Name: The Alice Austen School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
P.S. 60 did not make AYP for reading for students with disabilities. Only 20% of the tested SWD scored a level 3 or We currently have three full classes of self-contained students who are approximately 2 1/2 years below level. We now have an ICT class on every grade. Our Setts program has students with more severe disabilities who are having difficulty meeting the new higher standards. These students have difficulty with higher ordered thinking skills and have poor vocabulary skills. Eighteen of our test taking IEP students are also ESL students and have language confusion issues as well. We now have two full ASD classes where students have difficulty taking the formal tests.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. The SES trainer assigned to P.S. 60 will be supporting the Setts teacher to help him better analyze data, assess students and plan instruction in order to meet the various needs of his students. The trainer will also assist the ICT fourth grade special education teacher who is a first year special education teacher. The students who are ELL –IEP students will be given additional support through Title III funding for an after school and tutorial help. The Sini grant will be used to give additional support to our testing taking self-contained students through one to one focused help and through the Singapore math program. We will continue to have all of our IEP students work in small group and one to one to meet the IEP goals.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. P.S. 60 is a Conceptual Consolidated school. The 10 percent set aside is currently scheduled for our Assistant Principal salary. This AP is in charge of our extensive special education classes will provide or arrange for staff development in programs to help meet our student's needs such as Lindamood Bell, Singapore Math, Focus Learning or Mondo. She will make sure that teachers have the material or kits needed for these programs. She will also work with the IEP teacher to ensure that IEP are correctly written and followed. This AP will work with the Principal to observe special education classes to provide feedback to teachers.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. New teachers are currently being mentored by our experienced mentor teacher as

required. In addition our professional developer from Schoolwide Inc will work in classrooms to implement the writing and reading program. One teacher on the grade serves as the teacher leader and will assist teachers who are new to the grade or seeking assistance. This lead teacher serves on the Instructional Team and attends training through Schoolwide Inc. and the Network team.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

P.S. 60 will send the required letter to all parents by the specified date. The letter will be sent in English and in all available languages for the students of our ELL student or for parents who have made this request to our Parent Coordinator.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Richard Gallo	District 31	Borough Staten Island	School Number 060
School Name Alice Austen			

B. Language Allocation Policy Team Composition [?](#)

Principal Bonnie Ferretti	Assistant Principal Jane Caputo
Coach N/A	Coach N/A
ESL Teacher Norine Kaplan	Guidance Counselor Christine Reese
Teacher/Subject Area V. Freundlich/Art	Parent type here
Teacher/Subject Area C. Bonfield/3rd Grade	Parent Coordinator Janet Pluy
Related Service Provider N/A	Other
Network Leader Maria Maisano	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	975	Total Number of ELLs	50	ELLs as share of total student population (%)	5.13%
------------------------------------	------------	----------------------	-----------	-----------------------------------------------	--------------

Part II: ELL Identification Process

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

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

1. 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. Surveys are given in the language requested by the parent/guardian. At that time, an informal interview takes place by a trained pedagogue. If necessary, a bilingual translator will assist with the interview. Our team of pedagogues and staff who are responsible for the initial screening and administering the HLIS are Norine Kaplan, licensed ESL Teacher; Ida Pastena, Pupil Accounting Secretary; Janey Pluy, Parent Coordinator; and Joanne Caggiano and Donna Murphy, Nurses. If necessary, Lena Arroyo, Steve Segarra and Valbona Turku will assist with translation services in Spanish and Albanian. The pupil accounting secretary forwards all surveys to the ESL teacher. The ESL teacher reviews each survey to determine LAB eligibility. Additionally, ATS reports are generated to ensure that all eligible LEP students are identified and tested. The ESL teacher administers the LAB-R to students, individually, as deemed eligible from the surveys. The LAB-R is administered within 10 days upon the student's registration. All Spanish speaking ELLs as determined by the LAB-R, are administered the Spanish LAB. All ELLs are annually evaluated using the NYSESLAT every spring by the ESL teacher and additional pedagogues trained in NYSESLAT procedures. To ensure that all ELLs are evaluated, the RLER report is generated on ATS. Mrs. Kaplan and Mrs. Janice Bambara administer the NYSESLAT. The testing coordinator, Diane Rosso schedules three consecutive days during the allotted time, to administer the Listening, Reading and Writing components of the NYSESLAT. These components are administered in a group setting by either Mrs. Kaplan or Mrs. Bambara. The Speaking component is individually administered by Mrs. Kaplan during the testing window. Classroom teachers are notified in advance as to when these tests will take place. Letters go home to ELL parents notifying them of the test schedule. Parents are also informed about the NYSESLAT at our Parent Orientation meetings.

2. 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 2-3 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.

3. Entitlement letters and the Parent Survey and Program Selection form are sent home with the student, after the student is identified as an ELL. 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. If the parent is present during parent/teacher conferences, the ESL teacher arranges a meeting with the parent during this time in order to complete the survey. There is continuous follow up by the Parent Coordinator when forms are not returned. The original copy of the Parent Survey and Program Selection forms are stored in the student's cumulative record folder. An additional copy is stored in the ESL teacher's white binder, along with copies of the HLIS.

4. 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 mandated ESL instruction based on the results of the LAB-R. PS 60 does not have 15 students in one grade or two contiguous grades speaking the same language in order to offer a Transitional/Bilingual or Dual Language program. Placement letters are sent home with the student to inform the parents of their child's placement in the ESL program. The letters are sent home in the language requested by the parent that are available on the New York City website. They are informed that if they choose another program other than ESL, they have the right to contact the school administration who in turn, would contact the Office of ELLs to see if their request can be accommodated. Either our parents reject that option and prefer to have their child remain in the ESL program in our school or the bilingual or dual language programs are not offered in the child's native language. Copies of placement letters are stored in the ESL teacher's white binder, along with copies of the HLIS and Parent Survey and Program Selection form.

5. According to the majority of Home Language Surveys, the ESL program was selected by the parents. As of October 2011, 46 of our ELLs selected the ESL program, 2 selected Transitional Bilingual Education and 2 selected Dual Language. Those parents chose to have their children remain in the ESL program at PS 60. ESL continues to be the dominant choice of programs in our school.

6. 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 if the parents request those programs. 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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Push-In	2	2	2	1	2	2								11
Total	2	2	2	1	2	2	0	11						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	23
SIFE	0	ELLs receiving service 4-6 years	17	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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	33	0	15	17	0	8				50
Total	33	0	15	17	0	8	0	0	0	50

Number of ELLs in a TBE program who are in alternate placement: 3

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	
	EL L	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:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	7	6	3	4	3	2								25
Chinese	3	3	0	1	2	1								10
Russian	0	0	1	0	0	0								1
Bengali														0
Urdu														0
Arabic	2	0	0	0	0	0								2
Haitian														0
French														0
Korean	0	1	0	0	0	0								1
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian	2	3	1	1	1	1								9
Other	1	0	0	1	0	0								2
TOTAL	15	13	5	7	6	4	0	50						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

- a) Kindergarten all proficiency levels: Pull-out - 2 periods a day, 3 days a week; 1 period a day, the remaining 2 days a week.
- b) 1st and 2nd grade all proficiency levels: Pull-out - 2 periods a day, 4 days a week
- c) 3rd grade Advanced, 4th and 5th grade Beginner and Intermediate: Pull-out - 1 period a week, 4 days a week
- d) 4th and 5th grade all proficiency levels: Pull-out - 2 periods a day, 2 days a week

2. All Beginner and Intermediate ELLs receive 360 minutes of ESL instruction per week as mandated by CR-Part 154. All advanced ELLs receive the mandated 180 minutes per week. All ELLs are serviced by a certified, highly qualified ESL teacher. In order to ensure that all ELLs receive the mandated amount of instruction, the ESL teacher works collaboratively with the classroom teachers and other related providers to form a mutually accommodating schedule. Native language instructional minutes are delivered through our bilingual paras, translation dictionaries and native language libraries. Our current ESL program schedule is as follows:

Kindergarten Beginner and Intermediates: Monday - Wednesday, periods 1 & 2, Thursday, period 1 and Friday, period 6 = 360 minutes

Kindergarten Advanced: Monday and Tuesday, periods 1 & 2 = 180 minutes

A. Programming and Scheduling Information

1st and 2nd Grade Beginner and Intermediates: Monday - Thursday, periods 6 & 7 = 360 minutes

1st and 2nd Grade Advanced: Monday and Tuesday, periods 6 & 7 = 180 minutes

3rd Grade Advanced: Monday, Tuesday, Wednesday, period 3 and Friday, period 1 = 180 minutes

4th and 5th Grade Beginner and Intermediates: Monday, Tuesday, Wednesday, period 3, Thursday, periods 2 & 3, Friday, periods 1-3 = 360 minutes

4th and 5th Grade Advanced: Thursday and Friday, periods 2 & 3 = 180 minutes

3. P.S. 60's ESL program encompasses an academic discipline designed to allow students to acquire English language proficiencies. Students receive all instruction in English. 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. 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. Rigby's On our Way to English, MacMillan Treasures for ELLs, Words Their Way and Award Reading are used in the ESL classroom. For all students, P.S. 60 uses Everyday Math and Harcourt Science New York City edition. Instructional approaches include the use of ESL methodologies such as, QTEL strategies, TPR methods, Lilly Wong Fillmore's Deconstructing Sentences which provide additional support with comprehensible background and vocabulary. Training is given to all classroom teachers on scaffolding techniques for the content areas. A leveled library will be maintained to promote instructional and independent reading based on the student's running records. Native language libraries, bilingual paras and translation dictionaries support ELLs in their native languages.

4. ELLs are appropriately evaluated in their native language through the use of translated tests (if available), the use of translators or bilingual dictionaries. P.S. 60 does not have a TBE or DL program.

5. A) 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. 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) 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 newcomers. Newcomers will receive more small group instruction utilizing more visual/aural strategies, realia and meaningful context. Rigby's On Our Way to English and the Award Reading Program are highly interactive programs designed to engage students in all language modalities. All types of media and print are used to provide newcomers with more comprehensible experiences. Examples are Rigby's language CD's, Award's visual books and interactive activities, Discovery Education, Starfall and other educational websites. Newcomers in grades 1-5 will receive extended day instruction. Newcomers in grades 3-5 will be invited to participate in our Title III after-school programs. Whenever possible, newcomers will be paired with fluent English speaking students who share the same native language.

C) 4-6 year ELLs will continue to receive rigorous instruction in all language modalities. Rigby's On Our Way to English, the Award Reading Program, Words Their Way as well as other instructional resources will be utilized in the ESL classroom. Data from the NYSESLAT, ELA, State Math Tests as well as other formal assessments are analyzed to determine small group and differentiated instruction for these students. The trend in the last few years show that writing is an area of weakness for our 4-6 year ELLs. Writing will be a focal point in ESL instruction as well as in the General Ed classroom. The ESL teacher will work individually with the students in the ESL classroom to continue working on writing pieces using the writer's workshop model.

D) Currently, we do not have long-term ELLs. However, should a long-term ELL transfer to our school, we will look at the data to see areas of weakness in language proficiency. Long-term ELLs will receive the same rigorous instruction as our 4-6 year ELLs.

6. Our School Based Support Team uses LAB-R results and recent NYSESLAT scores to determine language used for testing and evaluation. Scaffolding techniques, small-group instruction and bilingual paras are used to provide our ELL-SWDs access to academic

A. Programming and Scheduling Information

content areas and accelerate fluency in English. Native language dictionaries and library books are readily available in the classroom and school library. Visuals and interactive media aid in the progression of language development and help engage our ELL-SWDs. Our IEP

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	7. Our ELL-SWD's are re-evaluated according to their IEPs. Once the re-evaluation is complete, the School Based Support Team meets to discuss the best and least restrictive environment for the student. A collaborative team of classroom teachers, related service providers and the ESL teacher meet in the beginning of the school year to work out a flexible schedule in order for the students to receive all IEP mandated services. Copies of all schedules are on			
75%				
50%				
25%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

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

8. Our ultimate goal is to increase proficiency levels for all of our ELLs. All content areas will apply differentiated instruction through scaffolding, bridging and modeling for all ELL subgroups. Articulation between the ESL teacher, classroom teacher and cluster teachers will target the needs of the student. Targeted intervention services include Guided Reading groups, Wilson, Foundations, Lily Wong Fillmore's Deconstructing Sentences and the Lindamood-Bell program. Identified ELLs and former ELLs will also receive small group instruction during the extended day in reading, math and science. Title III supplemental programs will also provide small group instruction in ELA, math problem solving and science.

9. Proficient students will continue to receive ELL testing modifications for an additional 2 school years after exiting out of the ESL program. Former ELLs will receive ESL instruction during the extended day and are invited to participate in our Title III after school programs.

10. New programs and/or improvements being considered and researched for the upcoming school year are Singapore Math for ELL-SWDs and Pearson's Envision Program for Math and Science for all students including ELL subgroups.

B. Programming and Scheduling Information--Continued

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

8. Our ultimate goal is to increase proficiency levels for all of our ELLs. All content areas will apply differentiated instruction through scaffolding, bridging and modeling for all ELL subgroups. Articulation between the ESL teacher, classroom teacher and cluster teachers will target the needs of the student. Targeted intervention services include Guided Reading groups, Wilson, Foundations, Lily Wong Fillmore's Deconstructing Sentences and the Lindamood-Bell program. Identified ELLs and former ELLs will also receive small group instruction during the extended day in reading, math and science. Title III supplemental programs will also provide small group instruction in ELA, math problem solving and science.

9. Proficient students will continue to receive ELL testing modifications for an additional 2 school years after exiting out of the ESL program. Former ELLs will receive ESL instruction during the extended day and are invited to participate in our Title III after school programs.

10. New programs and/or improvements being considered and researched for the upcoming school year are Singapore Math for ELL-SWDs and Pearson's Envision Program for Math and Science for all students including ELL subgroups.

11. We will try to offer the same programs for our students as last year but will use the extended day time for further instruction. Wilson, LMB, Orton, Foundations and Award will continue to be used.

12. All ELLs are given equal access to all school programs. Our goal is for all students to increase scores and reach standard levels in reading, math and science. Currently, we offer our ELLs and former ELLs Title III after school programs to prepare for the content area tests and small group intervention using the Lindamood Bell program; the School Enrichment Model (SEM) in which our students choose an elective such as sculpting or dance; an after school enrichment program in which our students can participate in various extracurricular activities such as cooking, art, the Mighty Milers Club and so forth; and all ELLs participate in an arts program in which they learn how to tap dance, perform in a school play or participate in an International Dance Festival and Luncheon. As more funds become available, we hope to re-instate our AIS program for our ELLs and former ELLs.

13. P.S. 60 has implemented the core curriculum and materials for grades K-5, including small-group instruction for ELLs. Everyday Math is used in every classroom and Math Steps is used as a supplement for our at-risk students. Schoolwide provides resources and workshops for our writing workshops. Our Art program follows the Blue Print for the Arts. P.S. 60's 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. Pearson's Rigby Program, On Our Way to English will provide additional materials for learning. This research-based program developed by Pearson 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. We are currently looking into other materials and resources as well, such as Making Connections and Words 3000 by Educators Publishing Service for our year 4-6

B. Programming and Scheduling Information--Continued

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

8. Our ultimate goal is to increase proficiency levels for all of our ELLs. All content areas will apply differentiated instruction through scaffolding, bridging and modeling for all ELL subgroups. Articulation between the ESL teacher, classroom teacher and cluster teachers will target the needs of the student. Targeted intervention services include Guided Reading groups, Wilson, Foundations, Lily Wong Fillmore's Deconstructing Sentences and the Lindamood-Bell program. Identified ELLs and former ELLs will also receive small group instruction during the extended day in reading, math and science. Title III supplemental programs will also provide small group instruction in ELA, math problem solving and science.

9. Proficient students will continue to receive ELL testing modifications for an additional 2 school years after exiting out of the ESL program. Former ELLs will receive ESL instruction during the extended day and are invited to participate in our Title III after school programs.

10. New programs and/or improvements being considered and researched for the upcoming school year are Singapore Math for ELL-SWDs and Pearson's Envision Program for Math and Science for all students including ELL subgroups.

11. We will try to offer the same programs for our students as last year but will use the extended day time for further instruction. Wilson, LMB, Orton, Foundations and Award will continue to be used.

12. All ELLs are given equal access to all school programs. Our goal is for all students to increase scores and reach standard levels in reading, math and science. Currently, we offer our ELLs and former ELLs Title III after school programs to prepare for the content area tests and small group intervention using the Lindamood Bell program; the School Enrichment Model (SEM) in which our students choose an elective such as sculpting or dance; an after school enrichment program in which our students can participate in various extracurricular activities such as cooking, art, the Mighty Milers Club and so forth; and all ELLs participate in an arts program in which they learn how to tap dance, perform in a school play or participate in an International Dance Festival and Luncheon. As more funds become available, we hope to re-instate our AIS program for our ELLs and former ELLs.

13. P.S. 60 has implemented the core curriculum and materials for grades K-5, including small-group instruction for ELLs. Everyday Math is used in every classroom and Math Steps is used as a supplement for our at-risk students. Schoolwide provides resources and workshops for our writing workshops. Our Art program follows the Blue Print for the Arts. P.S. 60's 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. Pearson's Rigby Program, On Our Way to English will provide additional materials for learning. This research-based program developed by Pearson 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. We are currently looking into other materials and resources as well, such as Making Connections and Words 3000 by Educators Publishing Service for our year 4-6 ELLs. Additional materials include visual language cards, electronic reading cards, poems, short stories, and big books, to supplement the

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

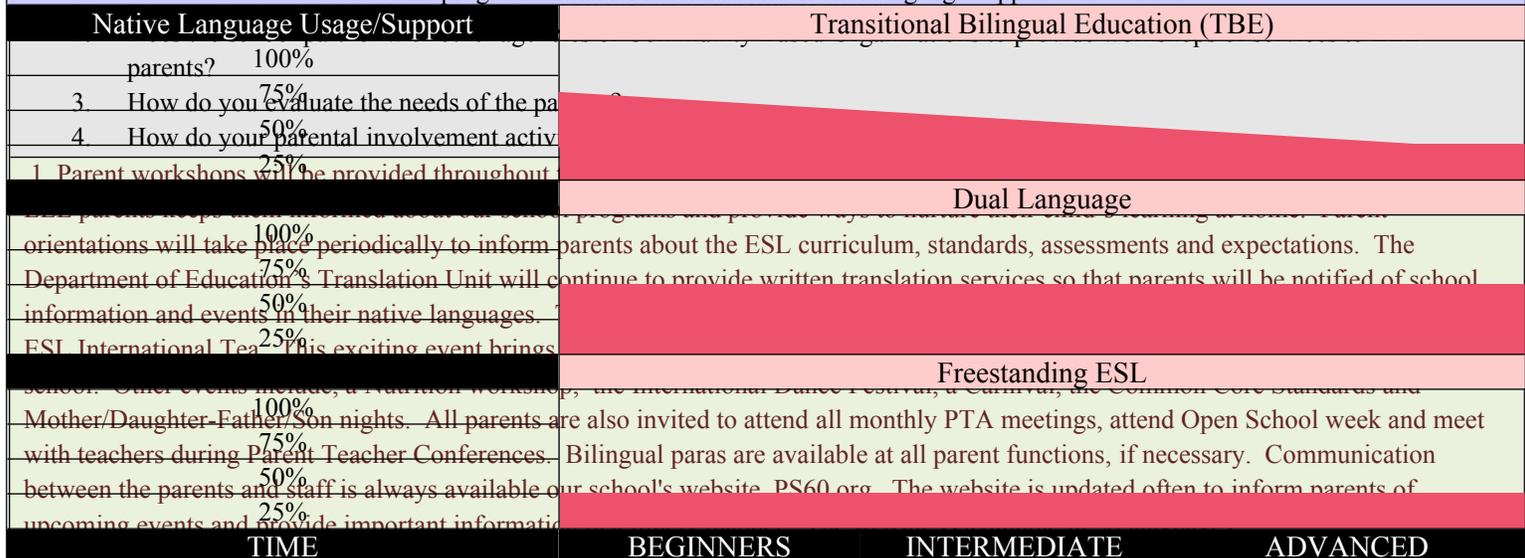
	Beginning	Intermediate	Advanced
C. Schools with Dual Language Programs			
1. How much time (%) is the target language used for EPs and ELLs in each grade?			
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?			
3. How is language separated for 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)?			
P.S. 60 does not offer a Dual Language Program.			

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

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.			
<p>1. Professional development will be provided to all ELL personnel throughout the year. ELL personnel include: the guidance counselor, parent coordinator, bilingual paras, classroom teachers and speech therapists. PS 60 is continuing our collaboration with Schoolwide Inc. to develop units of study in writing using Touchstone texts. Units include Launching the Writer's Workshop, Personal Narratives and Realistic Fiction. The entire staff is also receiving training on the Danielson Framework model to become familiar with the Common Core Standards. The framework addresses the specific strands chosen by the NYC Department of Education in both English Language Arts and Math. Technology training will include further use in SmartBoard activities, and data driven instruction using ARIS and Acuity. All staff members are also being trained in the new SESIS program.</p> <p>2. All ELLs transitioning from PS 60 to the various middle schools are aided by our Parent Coordinator. Letters are sent home inviting the students to the middle schools' open houses and the Middle School Fair. All students receive a book about all of the middle schools on Staten Island.</p> <p>3. To provide the minimum 7.5 hours of ELL training for general education teachers and 10 hours of ELL training for special education teachers, Mrs. Kaplan, the ESL teacher or Barbara Horowitz our ELL Network Specialist will provide monthly professional development. Certificates are given to staff members who attended training and are kept in the teachers' files in the main office. Topics include ELL Strategies, Distinguishing between Learning Disabilities and Second Language Acquisition, and the Common Core Standards.</p>			

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

E. Parental Involvement

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

1. Parent workshops will be provided throughout the year. A strong connection between the school and all of our parents including our ELL parents keeps them 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. Other events include, a Nutrition workshop, the International Dance Festival, a Carnival, the Common Core Standards and Mother/Daughter-Father/Son nights. All parents are also invited to attend all monthly PTA meetings, attend Open School week and meet with teachers during Parent Teacher Conferences. Bilingual paras are available at all parent functions, if necessary. Communication between the parents and staff is always available our school's website, PS60.org. The website is updated often to inform parents of upcoming events and provide important information in a timely manner. The website is available in 56 languages.

2. Our school will once again host an adult ESL program offered by The Jewish Community Center of Staten Island, should enough parents sign up for the program. In collaboration with Arts Connection, we will once again offer a Zumba night at PS 60. PS 60 also partners with Arts Connection to produce and choreograph our International Dance Festival, Tap Dancing and our 5th Grade Show. These activities create opportunities for parents to help such as set design and scenery.

3. The Parent Survey given every spring helps evaluate the needs of the parents. The ESL teacher sent home a letter asking parents to indicate what language they prefer for oral and written communication. Parents are always invited to write, e-mail or call the staff at any time with questions or concerns. Parents also have access to our school website. The Parent Coordinator is present at all ELL parent functions, orientation meetings and events. Bilingual para are also available at all school events.

4. Parental involvement creates a more nurturing and comfortable environment for our parents. As parents become more involved in our school, they become more involved in their child's learning and growth. Our PTA puts out a monthly newsletter keeping parents involved with what is going on around our school. This year, we plan on providing an Anti-Bullying workshop as requested by the parents. The Zumba and Nutrition workshops are also in response to parent requests. The Parent Coordinator, school nurses and administration are always present at these events.

B. Programming and Scheduling Information--Continued

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

8. Our ultimate goal is to increase proficiency levels for all of our ELLs. All content areas will apply differentiated instruction through scaffolding, bridging and modeling for all ELL subgroups. Articulation between the ESL teacher, classroom teacher and cluster teachers will target the needs of the student. Targeted intervention services include Guided Reading groups, Wilson, Foundations, Lily Wong Fillmore's Deconstructing Sentences and the Lindemoed Bell program. Identified ELLs and former ELLs will also receive small group

B. Programming and Scheduling Information--Continued

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

8. Our ultimate goal is to increase proficiency levels for all of our ELLs. All content areas will apply differentiated instruction through scaffolding, bridging and modeling for all ELL subgroups. Articulation between the ESL teacher, classroom teacher and cluster teachers will target the needs of the student. Targeted intervention services include Guided Reading groups, Wilson, Foundations, Lily Wong Fillmore's Deconstructing Sentences and the Lindamood-Bell program. Identified ELLs and former ELLs will also receive small group instruction during the extended day in reading, math and science. Title III supplemental programs will also provide small group instruction in ELA, math problem solving and science.

9. Proficient students will continue to receive ELL testing modifications for an additional 2 school years after exiting out of the ESL program. Former ELLs will receive ESL instruction during the extended day and are invited to participate in our Title III after school programs.

10. New programs and/or improvements being considered and researched for the upcoming school year are Singapore Math for ELL-SWDs and Pearson's Envision Program for Math and Science for all students including ELL subgroups.

11. We will try to offer the same programs for our students as last year but will use the extended day time for further instruction. Wilson, LMB, Orton, Foundations and Award will continue to be used.

12. All ELLs are given equal access to all school programs. Our goal is for all students to increase scores and reach standard levels in reading, math and science. Currently, we offer our ELLs and former ELLs Title III after school programs to prepare for the content area tests and small group intervention using the Lindamood Bell program; the School Enrichment Model (SEM) in which our students choose an elective such as sculpting or dance; an after school enrichment program in which our students can participate in various extracurricular activities such as cooking, art, the Mighty Milers Club and so forth; and all ELLs participate in an arts program in which they learn how to tap dance, perform in a school play or participate in an International Dance Festival and Luncheon. As more funds become available, we hope to re-instate our AIS program for our ELLs and former ELLs.

13. P.S. 60 has implemented the core curriculum and materials for grades K-5, including small-group instruction for ELLs. Everyday Math is used in every classroom and Math Steps is used as a supplement for our at-risk students. Schoolwide provides resources and workshops for our writing workshops. Our Art program follows the Blue Print for the Arts. P.S. 60's 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. Pearson's Rigby Program, On Our Way to English will provide additional materials for learning. This research-based program developed by Pearson 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. We are currently looking into other materials and resources as well, such as Making Connections and Words 3000 by Educators Publishing Service for our year 4-6

B. Programming and Scheduling Information--Continued

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

8. Our ultimate goal is to increase proficiency levels for all of our ELLs. All content areas will apply differentiated instruction through scaffolding, bridging and modeling for all ELL subgroups. Articulation between the ESL teacher, classroom teacher and cluster teachers will target the needs of the student. Targeted intervention services include Guided Reading groups, Wilson, Foundations, Lily Wong Fillmore's Deconstructing Sentences and the Lindamood-Bell program. Identified ELLs and former ELLs will also receive small group instruction during the extended day in reading, math and science. Title III supplemental programs will also provide small group instruction in ELA, math problem solving and science.

9. Proficient students will continue to receive ELL testing modifications for an additional 2 school years after exiting out of the ESL program. Former ELLs will receive ESL instruction during the extended day and are invited to participate in our Title III after school programs.

10. New programs and/or improvements being considered and researched for the upcoming school year are Singapore Math for ELL-SWDs and Pearson's Envision Program for Math and Science for all students including ELL subgroups.

11. We will try to offer the same programs for our students as last year but will use the extended day time for further instruction. Wilson, LMB, Orton, Foundations and Award will continue to be used.

12. All ELLs are given equal access to all school programs. Our goal is for all students to increase scores and reach standard levels in reading, math and science. Currently, we offer our ELLs and former ELLs Title III after school programs to prepare for the content area tests and small group intervention using the Lindamood Bell program; the School Enrichment Model (SEM) in which our students choose an elective such as sculpting or dance; an after school enrichment program in which our students can participate in various extracurricular activities such as cooking, art, the Mighty Milers Club and so forth; and all ELLs participate in an arts program in which they learn how to tap dance, perform in a school play or participate in an International Dance Festival and Luncheon. As more funds become available, we hope to re-instate our AIS program for our ELLs and former ELLs.

13. P.S. 60 has implemented the core curriculum and materials for grades K-5, including small-group instruction for ELLs. Everyday Math is used in every classroom and Math Steps is used as a supplement for our at-risk students. Schoolwide provides resources and workshops for our writing workshops. Our Art program follows the Blue Print for the Arts. P.S. 60's 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. Pearson's Rigby Program, On Our Way to English will provide additional materials for learning. This research-based program developed by Pearson 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. We are currently looking into other materials and resources as well, such as Making Connections and Words 3000 by Educators Publishing Service for our year 4-6 ELLs. Additional materials include visual language cards, electronic reading cards, poems, short stories, and big books, to supplement the

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.

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)?

P.S. 60 does not offer a Dual Language Program.

D. Professional Development and Support for School Staff

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

1. Professional development will be provided to all ELL personnel throughout the year. ELL personnel include: the guidance counselor, parent coordinator, bilingual paras, classroom teachers and speech therapists. PS 60 is continuing our collaboration with Schoolwide Inc. to develop units of study in writing using Touchstone texts. Units include Launching the Writer's Workshop, Personal Narratives and Realistic Fiction. The entire staff is also receiving training on the Danielson Framework model to become familiar with the Common Core Standards. The framework addresses the specific strands chosen by the NYC Department of Education in both English Language Arts and Math. Technology training will include further use in SmartBoard activities, and data driven instruction using ARIS and Acuity. All staff members are also being trained in the new SESIS program.

2. All ELLs transitioning from PS 60 to the various middle schools are aided by our Parent Coordinator. Letters are sent home inviting the students to the middle schools' open houses and the Middle School Fair. All students receive a book about all of the middle schools on Staten Island.

3. To provide the minimum 7.5 hours of ELL training for general education teachers and 10 hours of ELL training for special education teachers, Mrs. Kaplan, the ESL teacher or Barbara Horowitz our ELL Network Specialist will provide monthly professional development. Certificates are given to staff members who attended training and are kept in the teachers' files in the main office. Topics include ELL Strategies, Distinguishing between Learning Disabilities and Second Language Acquisition, and the Common Core Standards.

E. Parental Involvement

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

1. Parent workshops will be provided throughout the year. A strong connection between the school and all of our parents including our ELL parents keeps them 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

E. Parental Involvement

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

1. Parent workshops will be provided throughout the year. A strong connection between the school and all of our parents including our ELL parents keeps them 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. Other events include, a Nutrition workshop, the International Dance Festival, a Carnival, the Common Core Standards and Mother/Daughter-Father/Son nights. All parents are also invited to attend all monthly PTA meetings, attend Open School week and meet with teachers during Parent Teacher Conferences. Bilingual paras are available at all parent functions, if necessary. Communication between the parents and staff is always available our school's website, PS60.org. The website is updated often to inform parents of upcoming events and provide important information in a timely manner. The website is available in 56 languages.

2. Our school will once again host an adult ESL program offered by The Jewish Community Center of Staten Island, should enough parents sign up for the program. In collaboration with Arts Connection, we will once again offer a Zumba night at PS 60. PS 60 also partners with Arts Connection to produce and choreograph our International Dance Festival, Tap Dancing and our 5th Grade Show. These activities create opportunities for parents to help such as set design and scenery.

3. The Parent Survey given every spring helps evaluate the needs of the parents. The ESL teacher sent home a letter asking parents to indicate what language they prefer for oral and written communication. Parents are always invited to write, e-mail or call the staff at any time with questions or concerns. Parents also have access to our school website. The Parent Coordinator is present at all ELL parent functions, orientation meetings and events. Bilingual para are also available at all school events.

4. Parental involvement creates a more nurturing and comfortable environment for our parents. As parents become more involved in our school, they become more involved in their child's learning and growth. Our PTA puts out a monthly newsletter keeping parents involved with what is going on around our school. This year, we plan on providing an Anti-Bullying workshop as requested by the parents. The Zumba and Nutrition workshops are also in response to parent requests. The Parent Coordinator, school nurses and administration are always present at these events.

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)	6	6	2	1	0	0								15
Intermediate(I)		4	1	0	2	1								8
Advanced (A)	9	3	2	6	4	3								27

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	15	13	5	7	6	4	0	0	0	0	0	0	0	50

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		3		4				8
4	0		6		1				7
5	1		4		2				7
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				5		1		7

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Additional Information

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

Part VI: LAP Assurances

School Name: <u>The Alice Austen School</u>		School DBN: <u>31R060</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bonnie Ferretti	Principal		10/17/11
Jane Caputo	Assistant Principal		10/17/11
Janet Pluy	Parent Coordinator		10/17/11
Nornine Kaplan	ESL Teacher		10/17/11
	Parent		1/1/01
Colleen Bonfield/3 rd Grade	Teacher/Subject Area		10/17/11
Vanessa Freundlich/Art	Teacher/Subject Area		10/17/11
	Coach		1/1/01
	Coach		1/1/01
Christine Reese	Guidance Counselor		10/17/11
	Network Leader		1/1/01
Janet Pluy	Other <u>Parent Coordinator</u>		10/17/11
Maria Theresa Maisano	Other <u>Network Liaison</u>		10/17/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R060 **School Name:** Alice Austen School

Cluster: 7 **Network:** 604

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Alice Austen School	DBN: 31R060
Cluster Leader: 7	Network Leader: Richard Gallo
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program:
of certified ESL/Bilingual teachers:
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funds will allow our ELLs to participate in after-school programs beginning in January, 2011 and ending in May, 2012. All ELLs and former ELLs in grades 3-5 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:

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. Students will learn how to deconstruct sentences and directions in order to comprehend or solve Math problems. This will take place after school.

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.

One-on-One Peer Tutoring: Struggling students needing additional, individual support will work one-on-one with a teacher. This will take place after school.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

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

Part C: Professional Development

to another or from P.S. 60 to middle school.

Part D: Parental Engagement Activities

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

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

Begin description here: In the beginning of the school year, our Parent Coordinator sends out a parent survey to evaluate the needs of our parents. Parent workshops are then provided throughout the year. These workshops are developed based on the results of the parent survey. A strong connection between the school and our ELL parents will keep parents informed about our school programs and provide ways to nurture their child's learning at home. Communication between the school and parents is maintained through our monthly 60 Minutes Newsletter. Information about upcoming events, grade activities and curriculum updates are relayed. Ideas and suggestions are always requested with the newsletter to allow parents to express their concerns, and maintain open communication with teachers, staff and administration.

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		