



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S. 60Q

DBN (i.e. 01M001): 27Q060

Principal: FRANK DESARIO

Principal Email: FDESARI@SCHOOLS.NYC.GOV

Superintendent: MICHELLE LLYOD-BEY

Network Leader: JOSEPH BLAIZE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Frank DeSario	*Principal or Designee	
Rose Devito	*UFT Chapter Leader or Designee	
Ana Lopez	*PA/PTA President or Designated Co-President	
Kim Andrews	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Valerie Monforte	Member/ Teacher	
Danielle Miranti	Member/ Teacher	
Giovanny Lantigua	Member/ Parent	
Gladys Rodriguez	Member/ Parent	
Anahi MacNair	Member/ Parent	
Damaris Carrasco	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

From September 2013 to June 2014, 60% of the male Hispanic student subgroup in grades K-2 will demonstrate significant gains in ELA, as measured by an increase of four Fountas and Pinnell levels.

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.

Based on assessments and the need to close the achievement gap, the male Hispanic students have not scored as well as their peers. Based on the Common Core Learning Standards and the more rigorous reading levels required for the students, we are implementing more open-ended/higher-level questions, in addition to increasing text complexity, in order to meet these standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. There will be differentiated instruction.
2. Foundations with IEP teacher (double-dosing).
3. Teachers will meet in grade-level and cross-functional teams to review student data gathered from Fountas and Pinnell Assessments, Benchmark assessments

B. Key personnel and other resources used to implement each strategy/activity

1. K-2 classroom teachers, ESL teachers, SETSS teachers, IEP teacher, administration, and the IEP teacher. Veteran teachers are assigned as mentors for new and untenured teachers.
2. K-2 classroom teachers and IEP teacher
3. Data coaching will be done by Assistant Principals as well as lead teachers to help teachers plan for data-driven instructions. The CFN also offers professional development meetings on a monthly basis for teachers as well as administrators.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Results of weekly assessments are used to group students and provide appropriate support.
2. The target population, the lowest third of the Hispanic male K-2 population, will be provided with additional support.
3. Each month, student progress will be evaluated and reviewed.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – May 2014 will be the timeline. Fountas & Pinnell Testing/Reading Benchmark Assessment dates will be: October 2013, February 2014, and May 2014.
2. From October 2013-May 2014, students will be supported and build phonics skills through the Foundations program.
3. Staff determined that an increase of two Fountas & Pinnell levels in student performance would be the expectation for interim benchmark. Teacher teams will use the results to measure the effectiveness of the activity/strategy, and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The Wonders reading program provides guided reading books for small group differentiated instruction on all grade levels, online resources, and the Wonder Works Intervention program will be used daily during literacy periods.
2. Wilson Foundations Program, Fountas & Pinnell Kits, and Wonders Reading Assessments are used as needed during literacy block.
3. During weekly common preps, teachers meet to evaluate the data.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be trained in a research-based program, such as *Raz-Kids*, which is based on a Fountas and Pinnell sequence. This will allow parents of English Language Learners, Students with Disabilities, and Hispanic students the ability to read to their children on their level. Teachers can monitor students' progress using this program. Parents will be able to email the teacher for authentic feedback about how the child is doing.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA	x	Title III	x	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Title I funding – Implement the Wonders Reading Program in order to improve the academic achievement of all students. Replenish Foundations for grades K-2 used as an intervention for the bottom-third students in these grades.
- Fair Student Funding/Title IIA and School Support Supplement
- Title III funding – Morning program
- OTPS – Translation services, SLT
- Discussing behavior intervention programs through PBIS

Goal and Action Plan #2

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 implement professional development for 100% of teachers on domains two and three from the rubric from the Charlotte Danielson Framework for Teaching that is included in the new teacher evaluation system.

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.

There is a need to foster school community and bridge the gap between grade levels. Based on last year's observations and goals teachers created for themselves this year, there is a need for improved questioning techniques and for students to be involved in more higher-level discussions. Teachers also need to be aware of different grade-level expectations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The training of teachers on Instructional Rounds and offering of authentic feedback will increase teacher effectiveness in the classroom.
2. Assistant principals and AIS teachers provide professional development through data instruction, during guided reading, as well as through Instructional Rounds.

B. Key personnel and other resources used to implement each strategy/activity

1. AIS teachers, Classroom teachers, and Cluster Teachers.
2. Principal, Assistant Principals, and Network staff.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Professional development will be given. The teachers will complete beginning and end-of-year self-assessments.
2. Observations will be conducted at least four times per year for each teacher. There will be ongoing discussions between administration and teachers, and teachers will be given feedback from their supervisors, including "next steps." Improvement will be gauged during follow-up classroom visits and observations.

D. Timeline for implementation and completion including start and end dates

1. Instructional Rounds will take place from September 2013 – May 2014.
2. From September 2013-May 2014, during professional development days and Extended Day meeting time, as needed.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Online resources and videos regarding teacher effectiveness will be utilized during preps and Extended Day.
2. Coverages will be used to provide professional development, as needed.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents of the School Leadership Team will turn-key information to the school community during parent workshops and PTA meetings. ELA and math workshops will be given by AIS and lead teachers to increase parent awareness.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA		Title III	x	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Title I Funding – To upgrade professional development in conjunction with CFN 531

Intra/inter professional development plan will be implemented for teachers for Instructional Rounds based upon domains two and three

Goal and Action Plan #3

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.

By June 2014, 70% of students in grades K-2 will demonstrate gains in word problems using addition and subtraction, as evidenced by a 3% increase from benchmark mid-year to end-year assessments.

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.

Based on the Common Core Learning Standards and the more rigorous math criteria required for the students, we are increasing the academic rigor in order to meet these standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development will include: Common Core Learning Standards/Inquiry-based grade meetings will meet weekly to discuss the mathematical needs of the students. The data specialist will provide students and teachers with resources through data-driven instruction as documented in the CEP.
2. Teachers will meet in grade level and cross-functional teams to review student data gathered from unit tests and performance tasks as well as benchmark assessments.

B. Key personnel and other resources used to implement each strategy/activity

1. Key personnel will be: Principal, Assistant Principals, Data Specialist, Math Team, Lead Teachers, AIS teachers.
2. Teachers in grades K-2, ESL teachers, and SETSS teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Staff determined that an increase of 1.5% in student performance would be the expectation for interim benchmark.
2. Additional support in using multiple data points to analyze data and differentiated instruction as needed

D. Timeline for implementation and completion including start and end dates

1. January 2014 – May 2014 will be the timeline.
2. From September 2013-June 2014, teachers will evaluate assessment results.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. In regard to the *Go Math* Mathematics Program, tiered Intervention and online resources will be used to differentiate instruction. Data from benchmark assessments and samples of student work will be used. AIS teachers will be used for support, as will the Extended Day Program.
2. Teachers will discuss results during grade level teams that meet weekly during common preps and Extended Day.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent workshops will be given on math strategies and the need for the newly developed math curriculum based on the Common Core Learning Standards. The Parent Coordinator and staff will regularly attend scheduled parent meetings to share information and respond to parent questions and inquiries. To ensure the mastery of addition and subtraction, informational sessions at parent workshops will assist parents and teachers in collaborating on the progress of students. At School Leadership Team Meetings, parents will be given an explanation of what the math curriculum is, its purpose, and the benefits of its implementation.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA	x	Title III	x	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

- - Title I Funding – Implement the Go Math Program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students and the Hispanic students. Teachers will participate in professional development on this program.
- Fair Student Funding/Title IIA and School Support Supplement
- Title III funding – Morning program
- OTPS – Translation services, SLT

Goal and Action Plan #4

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.

By June 2014, 75% of Hispanic students in grades K-2 will show growth in opinion, narrative, and informational writing components in conjunction with the Common Core Learning Standards. In addition, in comparing the boys and girls in the Hispanic subgroup, there will be a standard deviation of not more than 10% between males and females in those grade levels.

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.

City-wide expectations and Common Core Learning Standards are more rigorous. In order for teachers to accomplish this, teachers will receive ongoing professional development on the Common Core Learning Standards on writing in order to enhance curriculum planning and align and produce higher-level tasks. There is a need to close the achievement gap, and based on writing assessments, Hispanic students have not performed as well as their peers in writing.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development in writing for all teachers will be provided by the CCLS Writing Team.
2. Grade teams will design performance tasks to be given in the narrative, informational, and opinion writing pieces.

B. Key personnel and other resources used to implement each strategy/activity

1. Members of the Writing Team, all literacy teachers, and Assistant Principal.
2. Principal, Assistant Principals, Lead Teachers, ESL Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 100% of teachers in the building will receive professional development.
2. Each month, teachers will compose writing tasks aligned to the CCLS.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – May 2014 will be the timeline.
2. Every month from September 2013-June 2014, writing units will be aligned to the Wonders Literacy Program.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The Wonders Writing Component and online resources will be used. The Writing Team will develop calendars for each grade level.
2. Performance tasks that reflect the CCLS for opinion, narrative, and informational writing will be constructed during Writing Team meetings before the school day.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent workshops given by the administration, Parent Coordinator, and Writing Team to inform parents of the new performance tasks based on the Common Core Learning Standards. The Parent Coordinator and staff will regularly attend scheduled parent meetings to share information and respond to parent questions and inquiries. Teachers will inform parents of at-home writing activities needed to enhance their child's writing skills.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA	x	Title III	x	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Title I funding – Implement the writing component of the Wonders Reading Program. Teachers will receive professional development on how to align the Wonders writing component to the school's current writing program, along with the Common Core Learning Standards. The Wonders writing component will also be utilized in the development of the performance tasks for the informational and opinion writing pieces..
- Fair Student Funding/Title IIA and School Support Supplement
- Title III funding – Morning program
- OTPS – SLT

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Intervention Programs throughout the school year: Foundations, Raz-Kids, Making Meaning, Great Leaps SETSS at-risk Test Prep	Small group instruction using Wonders Intervention Program (Wonder Works): 3 rd Grade: 82 Students 4 th Grade: 131 Students 5 th Grade: 97 Students 75 minutes per week in Extended Day Program Morning Reading Intervention Program: Students Per Grade (3-5)	Before, during, and after the regular school day
Mathematics	Go Math – Mathematics Program	Small group instruction using Go Math – Mathematics Program 75 minutes per week in Extended Day Program	During the school day and after school
Science	Hands-on investigations, vocabulary development, and content instruction based on assessed needs Content instruction is incorporated into the writing program and performance tasks	Reduced student-teacher ratio enabling small group and individual instruction	During the school day
Social Studies	Content instruction is incorporated into the writing program and performance tasks	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Emotional, health, and social counseling for individual students Crisis intervention referral	Small group and individual instruction	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
- Principal and administrative staff will attend NYC DOE hiring fairs in order to recruit highly qualified teachers.
Partnership with St. John's University

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
- Administration will provide professional development for all staff members regularly; including Instructional Rounds and CCLS workshops to ensure that all curriculum is aligned with the Common Core Learning Standards.
- Veteran teachers are assigned as mentors for new and untenured teachers.
- Opportunities for new teachers to observe a highly-effective lesson.
- Data coaching done by Assistant Principals as well as lead teachers to help teachers plan for data-driven instruction. CFN also offers professional development meetings on a monthly basis for teachers as well as administrators.
- Professional development is also provided by the CFN as well as school administration.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
\$6,400 is set aside for students in a doubled-up status

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The school provides an orientation meeting for parents of preschool students entering the elementary school program. Information packets and support are also provided for parents. Pre-K teachers meet with kindergarten teachers in the school to share information and records.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The administration meets with a committee of teachers (MOSL committee) to discuss assessment options. The school provides professional development regarding how to use results and data to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 27	Borough Queens	School Number 060
School Name The Woodhaven School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Frank L. DeSario	Assistant Principal Lisa Kelly
Coach type here	Coach type here
ESL Teacher Sotiria Themelis	Guidance Counselor Sharon Morgenstern
Teacher/Subject Area Cecilia Rodriguez	Parent Ana Lopez
Teacher/Subject Area type here	Parent Coordinator Jeannette Gonzalez
Related Service Provider Wendy Gutierrez	Other Kathleen Degnan
Network Leader(Only if working with the LAP team) type here	Other Mary Piscioti

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 currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1221	Total number of ELLs	145	ELLs as share of total student population (%)	11.88%
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Part II: 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained														0
Push-In	33	34	18	16	25	19								145
Total	33	34	18	16	25	19	0	145						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	145	Newcomers (ELLs receiving service 0-3 years)	118	ELL Students with Disabilities	30
SIFE	7	ELLs receiving service 4-6 years	27	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	118	6		27	1		0	0		145
Total	118	6	0	27	1	0	0	0	0	145

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a parent comes to register their child, the secretary provides the parent with a Home Language Identification Survey, which is a questionnaire in the parents' home language and/or in English. A licensed pedagogue, who speaks the native language of the parent and child, helps the parent complete the HLIS. In addition to the completion of the HLIS, the licensed pedagogue will also conduct an informal interview in English and in the native language to help determine eligibility for LAB-R testing. We have two ESL teachers, over ten classroom teachers, school based support team staff, the parent coordinator, Para-professionals, and School Aides that can assist in translating Spanish, Arabic, Chinese, Italian, Greek and Croatian. If necessary a translator is requested to help facilitate the informal oral interview in the parents' native language with the pedagogue. The initial screening, including administration of the HLIS and the informal interview, is always conducted by one of our four licensed ESL teachers or the ESL

Supervisor, with a translator who speaks the native language.

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

The child is administered the LAB-R by one of the four certified ESL teachers- Rose Devito, Cecilia Rodriguez, Kelly Rojas and Sotiria Themelis. If the child is found to be an ELL, based on the results of the LAB-R, and speaks Spanish, then the Spanish LAB is administered by one of our ESL teachers who speaks Spanish or a Certified ESL teacher together with one of our Spanish speaking Paraprofessionals. LAB-R testing is done within ten days of the students' admittance to the school. The results will determine

entitlement for English as a Second Language services. The child who is identified as an ELL will also take the NYSESLAT in the spring to evaluate the student's language development and progress. The NYSESLAT will be administered every spring until the child reaches the proficient level in English and tests out of the program.

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.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Once students are administered the LAB-R and identified as ELLs, the parents receive an entitlement letter notifying them of their child's score on the LAB-R, the program choices, and the time, date, and location of the Parent Orientation. At the Parent Orientation, the Assistant Principal, ESL Teachers and the Parent Coordinator welcome parents and distribute and explain the Parent Survey/Program Selection Forms. The parents and guardians are informed of the different programs available for ELL students. The parents are also informed about their rights to select a program of their choice. A video is presented to show and explain the different programs for ELLs available in New York City. Parents receive materials about programs; translators are provided for all the native languages. After the parents are clear of the program choices, they submit their parent selection form indicating the program of their choice. An opportunity is provided to answer questions, concerns, clarifications, and individual assistance if needed. If a program choice is not available at PS60Q, parents have the right to select another school that offers the program of their choice. Parents are urged to return their Parent Survey and Program Selection Form at the orientation or the following day. Orientations for incoming ELLs are held several times throughout the school year. If a new student enrolls and is identified as an ELL and there is no orientation scheduled within the required time period, the parent is invited to the school for an opportunity to watch the orientation video, learn about and discuss the different programs available and receive and complete the Parent Survey and Program Selection form. The ESL teachers and the Parent Coordinator in collaboration with the classroom teacher follow up in collecting the Parent Survey and Program Selection Form. At least three attempts are made to communicate with parents in order to have them complete and return these forms. Once the form is received, the original is placed in the student's cumulative folder and a copy is placed in a binder in the ESL office. If parents choose another program which is not offered at our school, the administration in coordination with the office secretaries will contact the district office to inquire about school placement options that offer the parents desired program for their ELL child. In addition, parents are also informed that if the Parent Survey and Program Selection forms are not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. If the parent(s) fails to return the Parent Survey and Program Selection Forms they will be contacted by phone, or spoken to during dismissal time as well as during Parent Teacher Conferences if needed. The timeline for collecting the Parent Survey and Program Selection Form depends upon enrollment and up to, but no more than, a month after student entitlement. If a program choice is not available at PS60Q, parents have the right to select another school with the ESL program of their choice.

4. 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.

Once the child takes the LAB-R, the ESL teacher hand scores the test and determines the level of the child based on the LAB-R cut score (Beginner, Intermediate or Advanced). Students are grouped by grade and English proficiency level. Parents are invited to make an appointment to meet with the ESL Team who will provide information regarding ESL instruction and program choice. For new ELL students an entitlement letter is sent to the parents. Parents are also informed of the Parent Survey and Program Selection forms. If ELL students do not pass the NYSESLAT in the spring, a Continuation Entitlement letter is sent to the parents. Parents of ELL students who pass the NYSESLAT in the spring receive a non-entitlement letter. Copies of all these letters remain on file in the Assistant Principal's office, who supervises the ESL program. Parents are also informed of the Parent Survey and Program Selection form. Parents will be invited to meet with the ESL teachers during Parent Teacher conferences and throughout the year as needed. The ESL teachers are Cecilia Rodriguez, Rose DeVito, Kelly Rojas and Maria Themelis. These pedagogues are certified ESL teachers with more than five years experience teaching ELLs and utilizing the ELL identification process.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT consists of four sections- Speaking, Listening, Reading, and Writing. Every spring the ESL teachers attend professional development sessions to receive training on administering/grading the NYSESLAT. The ESL teachers then turnkey this information to any staff members who may be involved in the administration of the NYSESLAT. The Speaking section is administered one on one by an ESL teacher. The ESL Teachers do not administer the Speaking section to students they have serviced throughout the year. The testing coordinator, in conjunction with the assistant principal, makes arrangements for testing accommodations, proctors, testing locations, times, dates, etc.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 1. a. The ESL program is the Freestanding ESL program model. The ESL teachers Pull-Out/Push-In students and provide instruction small groups.
 - b. The students are instructed by grade level and are homogeneous grouped by English proficiency level. However, instruction is differentiated to meet the diverse academic needs of the students.
2. 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)?
 2. We have four ESL certified teachers. Each ESL teacher provides instruction to a specific grade. Due to the large number of ELL students that are entitled for services in grades K and one, three of the ESL teachers divide the students in order for them to receive ESL services in these two grades (in addition to their own grade assignment).
 - a. The ESL teachers provide the mandated instructional minutes by planning collaboratively with grade level teachers to align the ESL curriculum with each grades' curriculum. Classroom teachers are made aware of the 180 minutes of ESL instruction for the

ELL students in their class.

3. 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 foster language development and meet the demands of the Common Core Learning Standards.
3. The ESL teachers provide ESL instruction through the content areas. Teachers differentiate content area instruction by providing visual aids, math manipulatives, using Total Physical Response, role-playing, flash cards, picture dictionaries, utilizing Foundations when needed etc. When necessary ELLs are provided with books in their native language to facilitate understanding of the content area taught.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
4. All ELLs are evaluated using English ELA state exams in English and in their home language for the math and science exams. Teachers and staff members translate both class work and assessments throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
5. ELLs are evaluated in all four modalities of English acquisition throughout the year. The ESL teachers use both formal and informal assessments to drive instruction. Informal assessments include observing and listening to the students as they work cooperatively and independently. Checklists are used to evaluate listening, speaking, reading and writing skills. Teachers also conference with the students to assess progress in each modality.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. To differentiate instruction

- a. The ESL and AIS teachers provide additional small group instruction for SIFE students, during the school day. During the Extended Day additional instruction is provided once a week, for 75 minutes on Mondays.
- b. For ELLs with less than three years and who take the state tests, ESL, classroom and AIS teachers provide test-taking strategies in small groups in order to help students in preparation for the state tests. In addition, teachers focus on building cognitive academic language proficiency (CALP).
- c. ELLs receiving service 4 to 6 years are assigned to specific teachers during the Extended Day in order to reinforce and provide additional instruction in reading and math. Extended Day teachers will collaborate with the ESL, AIS and classroom teachers and analyze student work and data. This will provide a focus on the instruction needed to help these ELLs prepare for standardized tests.
- d. For Long term ELLs academic intervention is needed, therefore their name is submitted to the IEP team for further recommendations.
- e. Former ELLs who tested proficient may receive AIS services and all ELL testing accommodations up to two years. The ESL teachers provide support to the classroom teachers by providing ESL strategies and materials.

7. 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. The ESL teachers, classroom teachers and support staff use various strategies for our ELL-SWDs population; small group instruction, AIS pull-out/push-in, ESL small group extended day instruction, Super 6 Strategies and Fountas & Pinnell benchmarks. The instructional materials used are Rourke Classroom Resource - The Passport to Student Success, Foundations, Wilson, Great Leaps, Raz-Kids, Breakthrough to Literacy and Wonders ELL classroom leveled libraries.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	5. To differentiate instr			
Social Studies:				
Math:				
Science:				

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

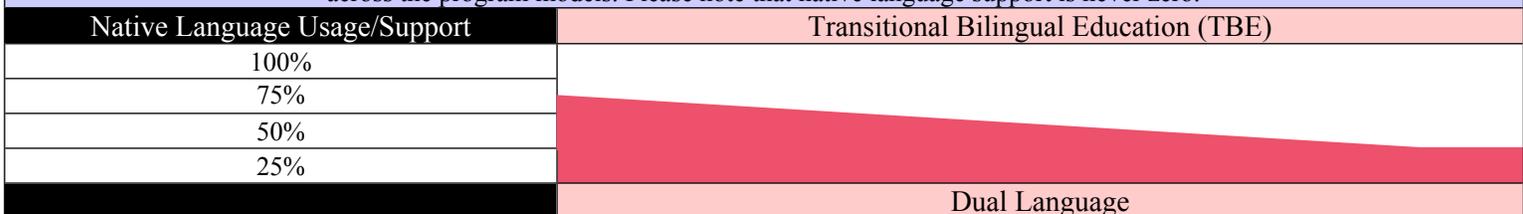
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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.			

B. Programming and Scheduling Information--Continued

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

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

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

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

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

For ELL students who did not meet the writing performance standard on the spring 2013 NYSESLAT, the ESL, AIS and classroom teachers will monitor their writing pieces. These teachers will confer with students and take notes on their writing behaviors and prepare mini lessons to address the students' academic needs. The teacher will analyze the students' monthly progress using the Writing Checklist and address students' writing needs. They will compare their data using the Writing Check list monthly to monitor students' growth.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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

11. What new programs or improvements will be considered for the upcoming school year?

11. This year the focus is on fully preparing the students to make substantial progress on standardized tests. All teachers who are providing instruction monitor the students' academic progress by analyzing monthly reading, writing and math pieces. All teachers have access to ARIS and are responsible to use student data to monitor students' scores on the periodic assessments in literacy and math. Teachers will monitor strengths and weaknesses to prepare lessons and differentiate instruction to focus on students'

academic needs. In addition, parents are being encouraged and trained to access and monitor their child's academic performance, through ARIS.

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Paste response to questions here:

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. ESL teachers are provided with professional development through the CFN and through the OELL as needed. They also meet monthly, or as necessary, with their Assistant Principal, who supervises the ESL program. Teachers and Administration use data to discuss student intervention, progress, and goals.

2. The ESL teachers attend monthly meetings to receive professional development on various ESL related topics with the Director of ELL Services. The ESL teachers turnkey information to the classroom teachers and answer any questions they may have.

3. During grade five meetings, teachers are provided with strategies necessary to support ELLs as they transition from elementary to middle school. Administrative staff prepares teachers with literature informing students and parents of various middle school programs and school choices.

4. Teachers attend grade meetings with certified ESL teachers who provide training in instructional strategies for their ELL population throughout the year.

D. Parental Involvement

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

2. We partner with Safe Space, an organization which provides workshops for parents on Domestic Violence, Counseling, etc. Health Plus has also provided workshops for parent to keep them informed on health services for the entire family. We refer families in need to the Elohim Community Development and Outreach which is a neighborhood Food Pantry.

3. The Parent Coordinator sends the parents surveys to assess parental needs, which are then addressed accordingly.

4. The Media Teacher together with the Parent Coordinator train parents to use ARIS. Parent meeting are held to inform parents on how to prepare their child for standardized tests such as the ELA, NYS Math Exam, Acuity Assessment, etc.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Woodhaven School

School DBN: 27Q060

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frank DeSario	Principal		1/1/01
Lisa Kelly	Assistant Principal		1/1/01
Jeannette Gonzalez	Parent Coordinator		1/1/01
Sotiria Themelis	ESL Teacher		1/1/01
Ana Lopez	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sharon Morganstern	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Amy Reip	Other <u>School Psychologist</u>		1/1/01
Digna Rodriguez	Other <u>Social Worker</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q060 School Name: The Woodhaven School

Cluster: 5 Network: 531

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

Part A: Needs Assessment Findings

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

P.S. 60 utilizes the Home Language Survey Form, Ethnic Form and oral interviews in the parents' native language to ensure parents are provided with appropriate and timely information in a language they can understand. After parents complete the Home Language Identification Survey and Ethnic Survey the information is recorded on ATS by the Pupil Accounting Secretary. The ESL teachers review the HLIS and interview the parents. Copies of the HLIS forms are kept on file in the Assistant Principal's office and the originals are placed in the students' cumulative record cards together with the Parent Survey/Program Selection form.

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

Through surveys, we have found that Spanish translations are the most frequently needed form of communication due to a high percentage of Hispanic student population in our school. The comments written and orally expressed by parents through the survey, demonstrate satisfaction with translations and oral interpretation provided by the school. Findings are reported to the school community through letters and the Annual School Report Card.

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: The Woodhaven School

DBN: 27Q060

This school is (check one): conceptually consolidated (skip part E below)

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):

Before school After school Saturday academy Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 5

of certified ESL/Bilingual teachers: 2

of content area teachers: 0

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:

The data indicates that after two years of ESL instruction, our ELL students reach advanced and/or proficient levels in listening and speaking, but they still show deficiency in reading and writing. In order to increase the overall academic achievement of our ELL students in grades 3-5, they will participate in a "Healthy Academic Habits Program," focusing on reading, writing, math, attendance/lateness, and physical education. PS 60 will have a morning program 3 days a week from 7:00 to 8:00 on Tuesdays, Wednesdays, Thursdays for all of our ELL, ELL-SWD, Former ELL and other students who need to develop good work habits and improve their academic performance, with emphasis on meeting the CCLS. The students will also participate in physical activities to improve their health habits in accordance with the federal government's focus on health and nutrition of children across the country. There will be a total of 5 tenured teachers, 2 of which are certified ESL teachers. The teachers' goal is to provide additional instruction during the morning program. The ESL teacher will use the push-in model as well as provide professional development to the teachers once a month to support the ELLs in attaining academic achievement. Materials will be purchased for all grades to prepare the students for standardized tests/local assessments and benchmark testing. The morning program will begin on January 8, 2013 and end on April 11, 2013. There will be a total 38 sessions.

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:

Teachers who apply for and receive one of the positions, will receive professional development on an ongoing basis, teachers will discuss performance and progress of these students. They will meet with ESL teachers to discuss various methods of instruction for the ELL students. This training will take place on January 11th, February 8th, March 8th, and April 5th at 7 a.m. in an effort to make adjustments to the implementation of instructional strategies as needed by providing professional development using STARS, Stages of Language Acquisition, Looking at Student Work, Where Do We Go From Here, and Scaffolding. Teachers will also be provided professional development on the Modalities of the NYSESLAT by a certified ESL teacher.

Part D: Parental Engagement Activities

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:

PS 60 will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parent involvement activities to improve student academic achievement and overall school performance. Parents will be invited to parent/child night activities and parent workshops, focusing on academic achievement, health, and other family concerns. Parents will receive training regarding ideas for enhancing their child's academic experience and how to support their child's education at home. Workshops will also be conducted for parents on how to monitor their child's progress and how to work with educators. In addition, parents will be given the opportunity to attend workshops on using materials necessary for ensuring student success. Workshops will be provided by various staff throughout the course of the year on a monthly basis, including ESL teachers, special education teachers, classroom teachers, and the parent coordinator, Jeannette Gonzalez. Parents will be notified of events/workshops through monthly calendars, parent notification letters/flyers, exterior display board, interior electronic display board, and PTA general meetings.

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 (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. 		

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.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		