

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**27Q060**

**School Name:**

**P.S. 060 WOODHAVEN**

**Principal:**

**FRANK DESARIO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 60 School Number (DBN): 27Q060  
Grades Served: Pre-K – 5  
School Address: 91-02 88<sup>th</sup> Avenue, Woodhaven, NY 11421  
Phone Number: 718-441-5046 Fax: 718-805-1487  
School Contact Person: Frank DeSario Email Address: fdesari@schools.nyc.gov  
Principal: Frank DeSario  
UFT Chapter Leader: Rose DeVito  
Parents' Association President: Nicole Crisci, Damaris Carrasco  
SLT Chairperson: Sheree Grosman  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Damaris Carrasco  
Student Representative(s): N/A  
N/A

**District Information**

District: 27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416  
Superintendent's Email Address: mbarton@schools.nyc.gov  
Phone Number: 718-642-5800 Fax: 718-642-5705

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416  
Director's Email Address: mwilks@schools.nyc.gov  
Phone Number: 718-642-5800 Fax: 718-642-5705

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name                            | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|---------------------------------|---|-------------------------|
| Frank DeSario                   | *Principal or Designee  |                         |
| Rose DeVito                     | *UFT Chapter Leader or Designee   |                         |
| Damaris Carrasco, Nicole Crisci | *PA/PTA President or Designated Co-President  |                         |
| Kim Andrews                     | DC 37 Representative (staff), if applicable   |                         |
| Damaris Carrasco                | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
| N/A                             | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| N/A                             | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| N/A                             | CBO Representative, if applicable   |                         |
| Sharmila Angelo                 | Member/Parent   |                         |
| Erika Reyes                     | Member/Parent   |                         |
| Ana Lopez                       | Member/ Parent  |                         |
| Valerie Monforte                | Member/ Teacher   |                         |
| Danielle Miranti                | Member/ Teacher   |                         |
|                                 | Member/   |                         |

| <b>Name</b> | <b>Position and Constituent Group Represented</b> | <b>Signature<br/>(Blue Ink)</b> |
|-------------|---|---------------------------------|
|             | Member/   |                                 |

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| <b>The Six Elements of the Framework for Great Schools</b>  |
|---|
| <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.   |

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

We are a diverse school community that is committed to achieving academic excellence for all students in all academic areas. The learning experiences at our school are high-quality, rigorous, differentiated, and standards-driven. We strive to prepare our students for college and career readiness.

P.S. 60 is located in Woodhaven, Queens and serves 1171 students in grades Pre-K – 5. Our teachers are dedicated to our students and have formed strong partnerships with families and the community. Parents are provided with the resources needed to support their children's learning at home. College and Career readiness are encouraged through daily lessons and a school wide 'Race to Read' competition.

Our mission at P.S. 60 is to be number one in math and literacy in the district. We have to write more, read more, learn more. We have the best teachers, the best students, the best school. Our teachers are special. Make every day count!

The school's continuous success can be attributed to many factors:

- There is a culture in the building of intrinsic respect which aids our instruction.
- School leaders design and plan engaging curricula using new technology including smart boards, computers, document cameras and internet-based educational programs:
  - We have several computer programs for Grades K-5.
  - *MYON* reader is a complete literacy program providing access to thousands of enhanced digital books, recommending content by interest and reading level.
  - *Rosetta Stone* a fun and fast approach to speaking English for our ELLS
  - *RAZ* , a reading program for in school or at home use.
  - *E-Chalk* is a learning platform that connects teachers, students, parents and school leaders to the people and information they need to make learning successful.
  - *Brain Pop* creates animated, curricular content that engages students, supports educators, and bolsters achievement.
  - Some teachers also use *ClassDojo*. ClassDojo is a classroom tool that helps teachers save time, boost classroom engagement, and improve student behavior quickly and easily, with no painful data entry. ClassDojo also lets teachers communicate student progress with parents and students.
- The school staff organizes Arts Collaborations to enrich curriculum.
- School trips to museums and other cultural institutions are planned throughout the year.

- Our *ARTS* curriculum focuses on several famous artists every month. After studying the artist's life and style, our students produce their own rendition in the style of that artist. Throughout this process, all the elements of art are taught.
- The art liaison introduces the blueprints for art through professional learning designed by NYC DOE Arts Department through continuous professional development throughout the tri-state area.

All standards are intended to help bring students to high levels of performance to meet the rigors and demands of life in the new century.

- Academic Intervention Services are provided for those students who require additional assistance to meet the standards in ELA, Math, science, and social studies.
- Intensive guidance and support services are provided for students experiencing difficulties that impact upon their ability to achieve academically.
- The school has developed a Title III morning program for ESL students before school for grades 3, 4, and 5 to assist those children in need of intervention.
- An IEP teacher provides the Foundations program to students receiving SETSS. These students receive Foundations in a small group setting. Some students receive SETSS at-risk.

The use of technology, which includes document cameras, interactive boards, iPads, and laptops, helps to support learning for all students, including those with disabilities and ELLs. P.S. 60 supports classroom teachers with supplemental materials to the curriculum.

- We have a working relationship with a mid-size law firm, Lipton, in Manhattan that has donated over 50 printers, monitors, etc.
- We have a continuing collaboration/partnership with St. John's University.
- We've been in the School Spotlight section of the Queens Chronicle several times, such as for our school's role in recycling and sustainability.
- We have received a \$100,000 grant from City Council Reso-A grant for technology.
- Smartboards, document cameras, and laptop computers are in every classroom. Teachers are supplied with iPads.
- Incorporating the Arts to the Department of Education blueprint. It is our goal to introduce students to the Arts throughout the school building.
- We strive to build student character and have integrated *The Cloud 9 Program*. The mission of "*Cloud 9 World*" is to support an evidence-based values education program that will instill in our children a deep concern for the well-being of others; including their fellow students, teachers, family, and members of their local and broader communities. This is accomplished through teaching and reinforcing daily deep feelings of commitment to values that the students internalize as ethical guides as they mature into young adults and beyond.
- Annual food drives and toy drives

- Bobbi and the Strays/Pet Drive
- Juvenile Diabetes Walk to raise money for the JDRF: over \$7,000 raised
- Halloween parade
- Teacher Breakfast Club based upon themes
- Race-to-Read annual school-wide contest
- MyOn Reading Program for students to use in school and at home
- Mommy and Me events
- Movie Nights
- Talent Show
- Field Days for grades 3-5
- Game Nights
- Health Fair
- My Special Person Day
- Math Night
- Young Engineers
- Curriculum Night
- Brain Show Mania for fifth grade
- Mr. Bread for Pre-K
- Mighty Milers
- Target Reading Night Grant
- 4<sup>th</sup> Grade Chorus
- 5<sup>th</sup> Grade Spelling Bee
- Art Club
- Science Fair
- Carnival for all grades
- Field trips: Chelsea Piers, Citi Field, bowling, St. John's Cat in the Hat

- Goal Book Tool Kit: This is an application designed to align students' IEP goals with the Common Core Learning Standards to scaffold SWD's Individual Educational Plan.

According to most recent data, our school's population includes 15% of students with disabilities. An Integrated Collaborative Teaching (ICT) class on each grade allows teachers to provide specific academic support for all SWD'S in that setting. ICT teachers and Special Education Teacher Support Service (SETSS) providers work collaboratively with all other classroom teachers to adapt and modify instruction aligned with CCLS. These students are also provided small group instruction throughout all content areas. SETSS providers work with small groups of mandated students in order to meet their individual needs using data-driven instruction, Foundations double dosing, Wonder Works, Go Math Re-teach, Touch Math, Sound Reading Solutions, Mind Play and other research-based, multi-sensory intervention materials. Teachers address the following needs in English Language Arts: language development and processing, emergent literacy skills including decoding, comprehension and higher order thinking. In addition, mathematical computation and problem solving skills are also an area of focus.

The most recent data also shows 12% of our student population is English Language Learners with similar needs. Currently, our school provides self-contained ELL classes in grades K-2. All ELL students in grades 3-5 are given push-in or pull-out services by certified ELL teachers. Each classroom is print-rich with labeled materials, anchor charts, and student work. ELL students engage in small group instruction with a focus on academic vocabulary through the use of visual cues, guided reading activities and math instruction using manipulative tools. Individual students work on language development using Rosetta Stone. ELL students were also granted the opportunity to participate in a Title III enrichment program run by certified ELL and bilingual teachers.

- According to the Quality Review, we were well-developed in the following areas:

Curriculum – Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content areas.

High Expectations – Establish a culture for learning that communicates to staff, students, and families, and provide supports to achieve those expectations.

Assessment – Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. This was our “area of celebration.”

- Based on the Quality Review, our area of focus for 2015-2016 is in the area of: Teacher teams and leadership development – Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. We were proficient in this area of the Quality Review and will focus on distributing leadership structures so that teachers play an integral role in key decisions that affect student learning across the school and promoting the implementation of the Common Core Learning Standards, including the instructional shifts, so that there is school-wide instructional coherence and increased student achievement for all learners. We will also encourage teacher teams to analyze systematic key elements of teacher work including classroom practice, assessment data, and student work so that there is shared improvement in teacher practice and mastery of goals for groups of students. We will continue to support teachers as they engage in inquiry-based collaborations to strengthen teacher instructional capacity.

- Based on the Framework for Great Schools Report for 2014-2015, we are going to focus on improving in specific areas within the element of Collaborative Teachers. These areas directly relate to Teacher teams and leadership development from the Quality Review. Our results indicated the following positive responses:

Quality of Professional Development (87%)

School Commitment (89%)

Innovation (88%)

- Our results from the Framework for Great Schools Report indicated that we performed well in certain areas. These areas of strength include:

Collaborative teachers – Reflective Dialogue (95%) and Peer Collaboration (95%)

Supportive Environment – Social-Emotional Measure (95%) and Peer Support for Academic Work (95%)

Effective School Leadership – Program Coherence (95%)

## 27Q060 School Information Sheet

| School Configuration (2014-15)                                  |                      |                  |   |   |
|---|----------------------|------------------|---|---|
| Grade Configuration   | PK,0K,01,02,03,04,05 | Total Enrollment | 1231  | SIG Recipient                                 |
|   |                      |                  |   | N/A   |
| Types and Number of English Language Learner Classes (2014-15)  |                      |                  |   |   |
| # Transitional Bilingual  | N/A                  | # Dual Language  | N/A   | # Self-Contained English as a Second Language |
|   |                      |                  |   | N/A   |
| Types and Number of Special Education Classes (2014-15)         |                      |                  |   |   |
| # Special Classes   | N/A                  | # SETSS          | N/A   | # Integrated Collaborative Teaching           |
|   |                      |                  |   | N/A   |
| Types and Number of Special Classes (2014-15)                   |                      |                  |   |   |
| # Visual Arts   | N/A                  | # Music          | N/A   | # Drama                                       |
| # Foreign Language  | N/A                  | # Dance          | N/A   | # CTE   |
|   |                      |                  |   | N/A   |
|   |                      |                  |   | N/A   |
| School Composition (2013-14)                                    |                      |                  |   |   |
| % Title I Population  |                      | 78.6%            | % Attendance Rate                               | 93.1%   |
| % Free Lunch  |                      | 80.2%            | % Reduced Lunch                                 | 8.2%  |
| % Limited English Proficient                                    |                      | 11.6%            | % Students with Disabilities                    | 15.2%   |
| Racial/Ethnic Origin (2013-14)                                  |                      |                  |   |   |
| % American Indian or Alaska Native                              |                      | 2.3%             | % Black or African American                     | 4.0%  |
| % Hispanic or Latino  |                      | 73.3%            | % Asian or Native Hawaiian/Pacific Islander     | 14.0%   |
| % White   |                      | 5.1%             | % Multi-Racial                                  | 1.2%  |
| Personnel (2014-15)   |                      |                  |   |   |
| Years Principal Assigned to School (2014-15)                    |                      | 10.17            | # of Assistant Principals (2014-15)             | 3   |
| # of Deans (2014-15)  |                      | N/A              | # of Counselors/Social Workers (2014-15)        | 2   |
| Personnel (2013-14)   |                      |                  |   |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      |                      | N/A              | % Teaching Out of Certification (2013-14)       | N/A   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      |                      | 0.4%             | Average Teacher Absences (2013-14)              | 7.26  |
| Student Performance for Elementary and Middle Schools (2013-14) |                      |                  |   |   |
| ELA Performance at levels 3 & 4                                 |                      | 26.3%            | Mathematics Performance at levels 3 & 4         | 59.2%   |
| Science Performance at levels 3 & 4 (4th Grade)                 |                      | 96.4%            | Science Performance at levels 3 & 4 (8th Grade) | N/A   |
| Student Performance for High Schools (2012-13)                  |                      |                  |   |   |
| ELA Performance at levels 3 & 4                                 |                      | N/A              | Mathematics Performance at levels 3 & 4         | N/A   |
| Credit Accumulation High Schools Only (2013-14)                 |                      |                  |   |   |
| % of 1st year students who earned 10+ credits                   |                      | N/A              | % of 2nd year students who earned 10+ credits   | N/A   |
| % of 3rd year students who earned 10+ credits                   |                      | N/A              | 4 Year Graduation Rate                          | N/A   |
| 6 Year Graduation Rate  |                      | N/A              |   |   |
| Overall NYSED Accountability Status (2014-15)                   |                      |                  |   |   |
| Reward  |                      |                  | Recognition                                     |   |
| In Good Standing  | X                    |                  | Local Assistance Plan                           |   |
| Focus District  | X                    |                  | Focus School Identified by a Focus District     |   |
| Priority School   |                      |                  |   |   |
| Accountability Status – Elementary and Middle Schools           |                      |                  |   |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                      |                  |   |   |
| American Indian or Alaska Native                                |                      | N/A              | Black or African American                       | YES   |
| Hispanic or Latino  |                      | YES              | Asian or Native Hawaiian/Other Pacific Islander | YES   |
| White   |                      | YES              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | YES              | Limited English Proficient                      | YES   |
| Economically Disadvantaged                                      |                      | YES              |   |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                      |                  |   |   |
| American Indian or Alaska Native                                |                      | N/A              | Black or African American                       | YES   |
| Hispanic or Latino  |                      | YES              | Asian or Native Hawaiian/Other Pacific Islander | YES   |
| White   |                      | YES              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | YES              | Limited English Proficient                      | YES   |
| Economically Disadvantaged                                      |                      | YES              |   |   |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |                      |                  |   |   |
| American Indian or Alaska Native                                |                      | N/A              | Black or African American                       | N/A   |
| Hispanic or Latino  |                      | YES              | Asian or Native Hawaiian/Other Pacific Islander | YES   |
| White   |                      | N/A              | Multi-Racial                                    | YES   |
| Students with Disabilities                                      |                      | N/A              | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      |                      | YES              |   |   |
| Accountability Status – High Schools                            |                      |                  |   |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                      |                  |   |   |
| American Indian or Alaska Native                                |                      | N/A              | Black or African American                       | N/A   |
| Hispanic or Latino  |                      | N/A              | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   |                      | N/A              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | N/A              | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      |                      | N/A              |   |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                      |                  |   |   |
| American Indian or Alaska Native                                |                      | N/A              | Black or African American                       | N/A   |
| Hispanic or Latino  |                      | N/A              | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   |                      | N/A              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | N/A              | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      |                      | N/A              |   |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                      |                  |   |   |
| American Indian or Alaska Native                                |                      | N/A              | Black or African American                       | N/A   |
| Hispanic or Latino  |                      | N/A              | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   |                      | N/A              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | N/A              | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      |                      | N/A              |   |   |

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The most recent data regarding Rigorous Instruction from the Framework for Great Schools Report for 2014-2015 indicated that we had positive responses of 90% and 92%, respectively, for Shifts in Literacy and Math and 84% for Quality of Student Discussion.

According to our Quality Review, we were rated well-developed in developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

In order to ensure that we maintain teacher pedagogy, we will:

- Align teaching practices to the curricula
- Enhance student work products and discussions that reflect high levels of student thinking, participation, and ownership
- Promote teaching strategies, including questioning
- Strategically provide multiple entry points and high-quality supports and extensions into the curricula so that all learners are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products

The Quality Review findings have also indicated that we were rated well-developed in ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

In order to ensure that we engage in rigorous and coherent curricula, we will continue to:

- Differentiate instruction to cognitively engage and meet the needs to all students
- Update curriculum maps and unit plans for all content areas
- Incorporate the ELA and math shifts into units of study

- Align curricula to the Common Core Learning Standards

- Promote college and career readiness by maintaining coherence across grades and subject areas

- Emphasize higher-order skills and rigorous habits in curricula and academic tasks so that all learners must demonstrate their thinking

At P.S. 60, we understand the need to develop our students' literacy skills in order to create on-going academic success in all content areas. Since many of our students are new to our country, a large percentage of our English Language Learner population is struggling to be proficient readers. We have taken a data-driven approach in order to improve student performance using multiple measures of student learning to identify, address, and remedy student weaknesses, while targeting areas for growth on a continuous basis. Most recent Fountas and Pinnell results show 81% of the ELL students in grades K-2 are currently reading below grade level standards, with only 9% on grade level and 10% above grade level. These findings have directed our need to establish a positive culture for learning that conveys high expectations to staff, students, and families in the community. We presently have 4 certified ESL teachers: one push-in and three within self-contained ELL K-2 classes. Our mission is to provide support that will assist us in meeting these expectations with a stronger focus on differentiation to not only move our students to a higher level but also provide activities and supports to maintain them at these levels. In order to provide support to achieve high expectations there is a need to establish a culture for learning that communicates these expectations to staff, students and families.

Based on quantitative data collected on a monthly basis, we have established our priority need which is to target our English Language Learners school-wide in order to advance these students to grade proficiency. This data-driven approach is used to improve student performance, using multiple measures to identify, address, and remedy student weaknesses.

On a whole, the English Language Learners have not scored as well as their peers in regard to ELA. This has been evident in the lower grades, K-2, and has carried over to the testing grades, 3-5, as well. Based on the Common Core Learning Standards, the Instructional Shifts for ELA, and the rigorous reading levels required for the students, it is important to implement more open-ended/higher-level/critical thinking questions. In order to meet these standards, we will continue to focus on text complexity, academic vocabulary, and using non-fiction texts in all grade levels, while teaching our students to be critical readers. We also feel it is necessary to set the foundation for the students in grades K-2 and emphasize the importance of citing evidence from text, particularly through informational texts as well as through literacy in content areas such as social studies and science. There is also a need to strengthen the reading-writing connection using both informational and literary texts.

The most recent data regarding Rigorous Instruction from the Framework for Great Schools Report for 2014-2015 indicated that we had positive responses of 90% and 92%, respectively, for Shifts in Literacy and Math and 84% for Quality of Student Discussion.

According to our Quality Review, we were rated well-developed in developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

In order to ensure that we maintain teacher pedagogy, we will:

- Align teaching practices to the curricula

- Enhance student work products and discussions that reflect high levels of student thinking, participation, and ownership

- Promote teaching strategies, including questioning

- Strategically provide multiple entry points and high-quality supports and extensions into the curricula so that all learners are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products

The Quality Review findings have also indicated that we were rated well-developed in ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

In order to ensure that we engage in rigorous and coherent curricula, we will continue to:

- Differentiate instruction to cognitively engage and meet the needs to all students

- Update curriculum maps and unit plans for all content areas

- Incorporate the ELA and math shifts into units of study

- Align curricula to the Common Core Learning Standards

- Promote college and career readiness by maintaining coherence across grades and subject areas

- Emphasize higher-order skills and rigorous habits in curricula and academic tasks so that all learners must demonstrate their thinking

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

From September 2015 to June 2016, 60% of the English Language Learners in grades K-2 will demonstrate significant gains in ELA, as measured by an increase of four Fountas and Pinnell levels.

## **Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>  | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p>  |
|--|---|--|--|
| <p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <p>- Teachers will focus on strengthening the individualized skill-set of ELLs by incorporating research-based programs to support student performance.</p> <p>- Rosetta Stone Levels K-2</p> <p>- Wilson Foundations, K-1, with double-dosing provided by the IEP teacher</p> <p>- Common Core State Standard Aligned Programs: Wonders, Wonder Works, ELL online version of guided books and Go Math</p> <p>- NYSESLAT test prep books: <i>Getting Ready for the NYSESLAT</i>, published by Attanasio &amp; Associates, Inc.</p> <p>- <i>Conversation Cues</i></p> <p>- Data-driven flexible grouping to target students' academic needs</p> <p>- Teachers will meet in grade-level and cross-functional teams to review student data (Fountas &amp; Pinnell assessments, benchmark assessments, and Wonders weekly and unit assessments)</p> | <p>All teachers;</p> <p>All ELL K-2 students</p>        | <p>9/2015 – 6/2016</p>                                     | <p>Principal, Assistant Principals, K-2 Classroom teachers, ELL teachers, SETSS teachers, Content Area Teachers, Inquiry Team, Wonders Reading Team, Math Team, Science Team, Social Studies Team, Professional Learning Team, IEP Teacher</p> |

|   |  |                        |  |
|---|--|------------------------|--|
| <ul style="list-style-type: none"> <li>- Rigorous differentiated homework based on student needs</li> <li>- Technology /Internet-based programs: BrainpopESL.com, MYON.com, Starfall.com, MindPlay.com, DuoLingo Application, ABCya.com, ImagineLearning.com, Destinationreading.com</li> <li>- ELL Integrated Co-Teaching classes</li> <li>- Differentiation within classrooms for ELL students: visualizing, emphasis on vocabulary, and labeled classroom objects</li> <li>- Professional Development on best practices in the instruction of ELLs</li> <li>- Common planning time to create standard-aligned, differentiated lesson plans, unit plans, and assessments</li> <li>- Title III morning program</li> <li>- Grade and school-wide inquiry-based meetings</li> <li>- Frequent cycles of observations with clear expectations for teacher practices</li> <li>- Instructional rounds to support teacher development, identify purposeful teacher practices, and align professional goals</li> </ul> |  |                        |  |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>- ELL teachers will use push-in/pull-out model</li> <li>- ELL Integrated Co-Teaching Classes</li> <li>- Title III Morning Program</li> <li>- School Recess Programs</li> <li>- Rosetta Stone Levels K-5 for English language development</li> <li>- Teachers will meet in grade-level and cross-functional teams to review student data gathered from Fountas and Pinnell Assessments,</li> </ul>  | <p>All teachers;<br/><br/>All ELL K-2 students</p> | <p>9/2015 – 6/2016</p> | <p>Principal, Assistant Principals, K-2 Classroom teachers, ELL teachers, SETSS teachers, Content Area Teachers, Inquiry Team, Wonders Reading Team, Math Team, Science Team, Social Studies Team, Professional Learning Team, IEP Teacher</p> |

|  |   |                        |  |
|--|---|------------------------|--|
| <p>Benchmark assessments, and Wonders weekly and unit assessments</p> <ul style="list-style-type: none"> <li>- Differentiation within classrooms for ELL students: visualizing, emphasis on vocabulary, and labeled classroom objects—Based on data findings across all subject areas: English Language Arts, Math, Social Studies, and Science (Unit Plans)</li> <li>- Common Core State Standard Aligned Programs: Wonders, Wonder Works, ELL online version of guided books and Go Math</li> <li>- ELL Teachers will provide professional development for best practices for the ELL approach in classrooms.</li> <li>- The school will have 4 full-day Pre-K classes to improve language development, socialization, and emergent literacy skills that ELLs will need in order to transition to the lower elementary school grades.</li> </ul> |   |                        |  |
| <p>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</p> <ul style="list-style-type: none"> <li>- Parent coordinator conducts monthly parent workshops.</li> <li>- Staff provides parent workshops throughout the year</li> <li>- Translation Program: Use of headsets for translation</li> <li>- School Messenger</li> <li>- eChalk website to improve parent communication</li> <li>- Parent outreach on Tuesdays from 2:20 - 3:00</li> <li>- Monthly PTA &amp; School Leadership Team meetings</li> <li>- Title I programs</li> <li>- Grade newsletters and notices in multiple languages</li> </ul>   | <p>Parents; All teachers;</p> <p>All ELL K-2 students</p> | <p>9/2015 – 6/2016</p> | <p>Principal, Assistant Principals, K-2 Classroom teachers, ELL teachers, SETSS teachers, Content Area Teachers, Inquiry Team, Wonders Reading Team, Math Team, Science Team, Social Studies Team, Professional Learning Team, IEP Teacher</p> |

- Message Board
  - Training will be provided for parents in research-based programs such as Brain POP, Brain POP Jr., Brain POP ESL, Tumble Books, and Mathletics, MyON online reading library, which is based on a Fountas and Pinnell sequence
  - Rosetta Stone for student and parent use
  - Back to School Night & Fast Forward Night
  - Monthly invitations for parents to participate in classroom activities with their children
  - Celebration Walks with parents
- Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.
- Parent coordinator conducts monthly parent workshops.
  - Staff provides parent workshops throughout the year
  - Translation Program: Use of headsets for translation
  - School Messenger
  - eChalk website to improve parent communication
  - Parent outreach on Tuesdays from 2:20 - 3:00

|   |   |   |   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>- Monthly PTA &amp; School Leadership Team meetings</li> <li>Title I programs</li> <li>- Grade newsletters and notices in multiple languages</li> <li>- Message Board</li> <li>- Training will be provided for parents in research-based programs such as Brain POP, Brain POP Jr., Brain POP ESL, Tumble Books, and Mathletics, MyON online reading library, which is based on a Fountas and Pinnell sequence</li> <li>- Rosetta Stone for student and parent use</li> <li>- Back to School Night &amp; Fast Forward Night</li> <li>- Monthly invitations for parents to participate in classroom activities with their children</li> <li>- Celebration Walks with parents</li> </ul> |   |   |   |
| -   | - | - | - |

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal, Assistant Principals, Parent Coordinator, K-2 Classroom teachers, ELL teachers, SETSS teachers, Content Area Teachers, Vertical Team, Wonders Reading Team, Math Team, Science Team, Social Studies Team, Professional Learning Team, IEP Teacher

- Wonders Reading Program, Go Math!, Foundations, Harcourt Science, FOSS Science Kits, Attanasio & Associates, Inc.: Getting Ready for the NYSESLAT, Unit Plans for all subjects
- Fountas and Pinnell Assessments, Benchmark assessments, weekly and unit assessments
- Technological support and Internet-based programs

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
|---|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|--|----------------------|
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |   | In Kind           |  | Other                |

### **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- The midpoint benchmark that will indicate school progress toward meeting this goal will be the Wonders reading midterm assessment to be completed by January 31, 2016. We will also use Fountas and Pinnell assessments and compare the beginning of the year and midpoint assessments.
- On-going progress will be monitored by administrators through observations, looking at student work, and lesson plans.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The most recent data regarding Supportive Environment from the Framework for Great Schools Report for 2014-2015 indicated that we had positive responses of 89% for Classroom Behavior and 92% Press Toward Academic Achievement.

During the 2014-2015 school year, 84% of teachers at P.S. 60 were rated either Developing or Effective on Component 3b of the Danielson Rubric: Using Questioning and Discussion Techniques.

We were rated well-developed in the Quality Review area of developing teacher pedagogy from a coherent set of beliefs about how students learn best. This is determined through the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

In order to ensure that we maintain teacher pedagogy, we will:

- Align teaching practices to the curricula
- Enhance student work products and discussions that reflect high levels of student thinking, participation, and ownership
- Promote teaching strategies, including questioning
- Strategically provide multiple entry points and high-quality supports and extensions into the curricula so that all learners are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products

The Quality Review findings have also indicated that we were rated well-developed in ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

In order to ensure that we engage in rigorous and coherent curricula, we will continue to:

- Differentiate instruction to cognitively engage and meet the needs to all students

- Update curriculum maps and unit plans for all content areas
- Incorporate the ELA and math shifts into units of study
- Align curricula to the Common Core Learning Standards
- Promote college and career readiness by maintaining coherence across grades and subject areas
- Emphasize higher-order skills and rigorous habits in curricula and academic tasks so that all learners must demonstrate their thinking

We have taken a data-driven approach in order to improve student performance using multiple measures of student learning to identify, address, and remedy student weaknesses, while targeting areas for growth on a continuous basis. As a result of most recent disaggregated data, we found an increase school-wide in the Go Math beginning-of-year assessment to the end-of-year assessment in which the average went from 47% to 79% and an increase of 50% to 70% for the Wonders beginning-of-year assessment to the end-of-year assessment. We would like to see an additional 3% increase in 2015-2016. These findings have directed our priority need to create and implement higher-order thinking questions to promote student thinking and facilitate discussion.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, using data from Advance as measured by Danielson’s Framework for Teaching, we will see a 4% increase of effective and highly effective teachers in domain 3B: Using Questioning and Discussion Techniques for teachers in Grades K-5 by creating and implementing higher-order thinking questions to promote student inquiry and facilitate discussion.

### **Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>  | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>                               |
|--|--|---|--|
| <p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> <li>- Teachers will promote the use of language found in the Depth of Knowledge (DOK) matrix to improve higher order questioning techniques.</li> <li>- Utilization of a balanced literacy model, research-based reading system (Wonders) and math (Go Math!) that are aligned to the CCLS</li> <li>- The use of at-risk teachers will be used to develop pupil literacy/math skills in small groups</li> <li>- Professional learning - Danielson 3b – questioning and discussion techniques</li> <li>- Academic Intervention Services (AIS) will be provided for those students who require additional assistance to meet the standards in ELA and math.</li> <li>- Cluster teachers using higher order questioning techniques, utilizing language from the Depth of Knowledge (DOK) matrix, in order to promote and reinforce a school wide focus on literacy</li> <li>- Teachers will provide students with opportunities to communicate effectively and to develop important decision-making and critical thinking skills.</li> <li>· Teachers model discussions through the use of think alouds.</li> </ul> | <p>All students grades K-5, ELLs, SWD</p>                      | <p>9/2015 – 6/2016</p>  | <p>Principal, Assistant Principals, K-5 Classroom teachers, ELL teachers, SETSS teachers, Content Area teachers, AIS teachers, IEP teacher</p> |

|   |   |                        |  |
|---|---|------------------------|--|
| <ul style="list-style-type: none"> <li>- Strategies allowing children to make decisions and take a leadership role in classroom discussions</li> <li>- Teachers will encourage students to share information in order to provide constructive feedback.</li> </ul>  |   |                        |  |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH):</p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- AIS flexible grouping</li> <li>- Morning program (ELL Students)</li> <li>- Push-in/pull-out SETSS &amp; ELL</li> <li>- IEP Team will be assigned to support the Special Education student and staff needs, including IEP mandates, adaptive strategies, best approach methodology, management needs, data analysis, and program modification.</li> <li>- Professional development provided by staff and administration</li> </ul> | <p>All students grades K-5, ELLs, SWD</p> | <p>9/2015 – 6/2016</p> | <p>Principal, Assistant Principals, K-5 Classroom teachers, ELL teachers, SETSS teachers, Content Area teachers, AIS teachers, IEP teacher</p>                     |
| <p>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</p> <ul style="list-style-type: none"> <li>- Parent workshops provided by staff members and Parent Coordinator</li> <li>- Parent outreach on Tuesdays from 2:20-3:00</li> <li>- PTA meetings</li> <li>- Title I Parent meetings</li> <li>- Use of eChalk to promote communication between teachers and families</li> <li>- Open communication with parents to provide information about their children’s academic performance and to support shared parent-school accountability</li> </ul>   | <p>All students grades K-5, ELLs, SWD</p> | <p>9/2015 – 6/2016</p> | <p>Principal, Assistant Principals, K-5 Classroom teachers, ELL teachers, SETSS teachers, Content Area teachers, AIS teachers, IEP teacher, Parent coordinator</p> |
| <p>-</p>  | <p>-</p>                                  | <p>-</p>               | <p>-</p>   |

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal, Assistant Principals, Parent Coordinator, K-5 Classroom teachers, AIS teachers, ELL teachers, SETSS teachers, Content Area Teachers, Inquiry Team, Wonders Reading Team, Math Team, Science Team, Social Studies Team, Professional Learning Team, IEP Teacher
- Wonders Reading Program, Go Math!, Foundations, Harcourt Science, FOSS Science Kits, Attanasio & Associates, Inc., Unit Plans for all subjects
- Fountas and Pinnell Assessments, Benchmark assessments, weekly and unit assessments
- Technological support and Internet-based programs

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   |          |   |                                |  |            |  |                  |   |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|--|----------------------|
| X | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |   | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- The Midyear Benchmark assessments that will indicate school progress toward meeting this goal will be the Wonders reading and Go Math midterm assessments to be completed by January 31, 2016. Growth will be measured against the beginning-of-year assessment to measure each student's personal growth. By January 31, 2016, students will demonstrate a 2% increase in both reading and math.
- By January 31, 2016, all teachers will be observed and rated at least one time in Danielson component 3b.
- By June 2016, all teachers will be observed and rated a minimum of two times in Danielson component 3b.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to our Quality Review, we were rated proficient in engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

In order to ensure that we engage in structured professional collaborations and leadership development, we will:

- Distribute leadership structures so that teachers play an integral role in key decisions that affect student learning across the school
- Promote the implementation of the Common Core Learning Standards, including the instructional shifts, so that there is school-wide instructional coherence and increased student achievement for all learners
- Encourage teacher teams to analyze systematic key elements of teacher work including classroom practice, assessment data, and student work so that there is shared improvement in teacher practice and mastery of goals for groups of students
- Support teachers as they engage in inquiry-based collaborations to strengthen teacher instructional capacity

The Quality Review findings have also indicated that we were rated well-developed in ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

In order to ensure that we engage in rigorous and coherent curricula, we will continue to:

- Differentiate instruction to cognitively engage and meet the needs to all students
- Update curriculum maps and unit plans for all content areas
- Incorporate the ELA and math shifts into units of study
- Align curricula to the Common Core Learning Standards
- Promote college and career readiness by maintaining coherence across grades and subject areas
- Emphasize higher-order skills and rigorous habits in curricula and academic tasks so that all learners must demonstrate their thinking

We have used a data driven approach to increase student engagement using multiple measures of student learning to identify, address, and remedy student weaknesses, while targeting areas for growth on a continuous basis. As a result of most recent disaggregated data, we found an increase school-wide in the Go Math beginning-of-year assessment to the end-of-year assessment in which the average went from 47% to 79% and an increase of 50% to 70% for the Wonders beginning-of-year assessment to the end-of-year assessment. We would like to see an additional 3% increase in 2015-2016. These findings have directed our priority need to increase student enthusiasm, interest, thinking and problem solving.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, using data from Advance, teachers in Grades K-5 will collaborate and have the opportunity to participate in professional learning which will result in a 4% increase of effective and highly effective teachers in Domain 3c from the Danielson Framework: Engaging Students in Learning.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul> | <p><b>Target Group(s)<br/><i>Who will be targeted?</i></b></p> | <p><b>Timeline<br/><i>What is the start and end date?</i></b></p> | <p><b>Key Personnel<br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>  |
|--|--|---|---|
| <p>Provide professional learning opportunities in the following areas:</p> <ul style="list-style-type: none"> <li>- Literature circles - engage students in active reading</li> <li>- Guided Reading</li> <li>- Promote accountable talk and student directed discussion.</li> <li>- Steps for problem solving</li> </ul>  | <p>All students grades K-5, ELLs, SWD</p>                      | <p>9/2015-6/2016</p>  | <p>Principal, Assistant Principals, K-5 Classroom teachers, ELL teachers, SETSS teachers, Content Area teachers, AIS teachers IEP teacher, Parent coordinator</p> |

|  |   |                      |  |
|--|---|----------------------|--|
| <ul style="list-style-type: none"> <li>- Use data to differentiate lessons and meet the needs of all students</li> <li>- Best practices for ELL's, SWD'S, and advanced students.</li> </ul>  |   |                      |  |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- AIS flexible grouping</li> <li>- Morning program (ELL Students)</li> <li>- Push-in/pull-out SETSS &amp; ELL</li> <li>- IEP Team will be assigned to support the Special Education student and staff needs, including IEP mandates, adaptive strategies, best approach methodology, management needs, data analysis, and program modification.</li> <li>- Professional learning provided by staff and administration</li> </ul> | <p>All students grades K-5, ELLs, SWD</p> | <p>9/2015-6/2016</p> | <p>Principal, Assistant Principals, K-5 Classroom teachers, ELL teachers, SETSS teachers, Content Area teachers, AIS teachers IEP teacher, Parent coordinator</p>  |
| <p>Strategies to promote teacher-parent collaborations to improve student achievement:</p> <ul style="list-style-type: none"> <li>- Parent workshops provided by staff members and Parent Coordinator</li> <li>- Parent outreach on Tuesdays from 2:20-3:00</li> <li>- PTA meetings</li> <li>- Title I Parent meetings</li> <li>- Use of eChalk to promote communication between teachers and families</li> <li>- Open communication with parents to provide information about their children's academic performance and to support shared parent-school accountability</li> </ul>   | <p>All students grades K-5, ELLs, SWD</p> | <p>9/2015-6/2016</p> | <p>Principal, Assistant Principals, K-5 Classroom teachers, ELL teachers, SETSS teachers, Content Area teachers, AIS teachers, IEP teacher, Parent coordinator</p> |
| <p>-</p>   | <p>-</p>                                  | <p>-</p>             | <p>-</p>   |

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal, Assistant Principals, Parent Coordinator, K-5 Classroom teachers, AIS teachers, ELL teachers, SETSS teachers, Content Area Teachers, Inquiry Team, Wonders Reading Team, Math Team, Science Team, Social Studies Team, Professional Learning Team, IEP Teacher
- Wonders Reading Program, Go Math!, Foundations, Harcourt Science, FOSS Science Kits, Attanasio & Associates, Inc., Unit Plans for all subjects
- Fountas and Pinnell Assessments, Benchmark assessments, weekly and unit assessments
- Technological support and Internet-based programs

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
|---|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|--|----------------------|
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |   | In Kind           |  | Other                |

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- The Midyear Benchmark assessments that will indicate school progress toward meeting this goal will be the Wonders reading and Go Math midterm assessments to be completed by January 31, 2016. Growth will be measured against the beginning of the year assessment.
- By January 31, 2016, students will demonstrate a 2% increase in both reading and math.
- By January 31, 2016, all teachers will be observed and rated at least one time in Danielson component 3c.
- By June 2016, all teachers will be observed and rated a minimum of two times in Danielson component 3c.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The most recent data regarding Effective School Leadership from the Framework for Great Schools Report for 2014-2015 indicated that we had positive responses of 55% for Teacher Influence within Inclusive/Facilitative Leadership.

According to our Quality Review, we were rated proficient in engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

In order to ensure that we engage in structured professional collaborations and leadership development, we will:

- Distribute leadership structures so that teachers play an integral role in key decisions that affect student learning across the school
- Promote the implementation of the Common Core Learning Standards, including the instructional shifts, so that there is school-wide instructional coherence and increased student achievement for all learners
- Encourage teacher teams to analyze systematic key elements of teacher work including classroom practice, assessment data, and student work so that there is shared improvement in teacher practice and mastery of goals for groups of students
- Support teachers as they engage in inquiry-based collaborations to strengthen teacher instructional capacity

The Quality Review findings have also indicated that we were rated well-developed in ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

In order to ensure that we engage in rigorous and coherent curricula, we will continue to:

- Differentiate instruction to cognitively engage and meet the needs to all students
- Update curriculum maps and unit plans for all content areas
- Incorporate the ELA and math shifts into units of study
- Align curricula to the Common Core Learning Standards

- Promote college and career readiness by maintaining coherence across grades and subject areas
- Emphasize higher-order skills and rigorous habits in curricula and academic tasks so that all learners must demonstrate their thinking

During the 2014-2015 school year, 92% of teachers at P.S. 60 were rated either Developing or Effective on Component 4e of the Danielson Rubric. Professional development will be provided for teachers in order to clarify Danielson component 4e and support them as they continue to grow as educators and initiate activities that contribute to the field of education.

At P.S. 60, we understand that effective teacher leadership and a collaborative and supportive community where teachers can learn from and with each other is essential to the learning and achievement of our students. It is important to utilize the strengths of our staff members in order to assist their colleagues in increasing their pedagogical skills, enhancing their content knowledge, and in fostering a collaborative and supportive learning community.

It was determined through teacher observations and discussions during the end-of-year conferences between administration and teachers that there is a priority need to encourage and support teachers in refining their understanding of how to engage students in learning and make meaningful contributions to the profession, our school, and our students. It was learned that teachers would like more opportunities for collaborative planning and professional learning. Many of our teachers expressed their interest in attending more courses and workshops, joining professional organizations, and reading professional literature in order to learn how to incorporate new and current strategies and practices into the classroom to increase their pedagogy. Teachers expressed the desire to both attend and conduct professional learning sessions in order to take leadership roles, provide support to colleagues, and gain insight.

Based on the results from our Quality Review as well as teacher observations, it was determined that our teachers need to strengthen their understanding of how to reach ELLs, SWDs, as well as advanced students more effectively in order to ensure the success of all students at P.S. 60.

## **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will use the data from Advance for the Danielson Framework for Teaching to enhance the pedagogy of teachers and exercise leadership among their colleagues that will result in 50% of teachers who were rated either developing or effective to increase at least one level in component 4e: Growing and Developing Professionally.

## **Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>   | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p>   |
|--|---|--|---|
| <p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> <li>- Principal will empower teachers to make decisions about how to best instruct their students</li> <li>- Teachers will be encouraged to read professional literature in order to self-educate and build upon a variety of teaching techniques</li> <li>- Teachers will collaborate to engage in action research in order to enhance content knowledge and pedagogical skill</li> <li>- Professional Development on best practices in the instruction of ELLs, SWDs, advanced students and general education students</li> <li>- Common planning time to create standard-aligned, differentiated lesson plans, unit plans, and assessments</li> <li>- Grade and school-wide inquiry-based meetings</li> <li>- Frequent cycles of observations with clear expectations for teacher practices</li> <li>- Best Practice walks to support teacher development, identify purposeful teacher practices, and align professional goals</li> <li>- The Professional Learning Team will encourage staff members to seek regular opportunities of desired professional development</li> </ul> | <p>All teachers;<br/>All students</p>                   | <p>9/2015 –<br/>6/2016</p>                                 | <p>Principal, Assistant Principals, All Classroom teachers, ELL teachers, SETSS teachers, Content Area Teachers, Vertical Team, Wonders Reading Team, Math Team, Science Team, Social Studies Team, Professional Learning Team, IEP Teacher</p> |

|   |  |                            |   |
|---|--|----------------------------|---|
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>- Teachers will continue to meet in grade level and cross-functional teams in content areas, including reading and math. Additionally, science, social studies, and art teams will gather to review student data and freely share professional insights to promote teacher participation and collaboration.</li> <li>- Teachers will focus on strengthening the individualized skill-set of ELLs, SWDs, advanced students and and general education students by incorporating research-based programs, other resources to support student performance.</li> <li>- Teachers will participate in <i>Best Practice Walks</i> in order to support teachers development, identify purposeful teacher practices in multiple subject areas and align professional goals</li> <li>- Inter-visitation opportunities to observe best practices</li> <li>- Organize teachers around the learning of a select group of students for whom they share responsibility such as ELLs, SWDs, advanced students and general education students</li> </ul> | <p>All teachers;<br/>All students</p>      | <p>9/2015 –<br/>6/2016</p> | <p>Principal, Assistant Principals, All Classroom teachers, ELL teachers, SETSS teachers, Content Area Teachers, Vertical Team, Wonders Reading Team, Math Team, Science Team, Social Studies Team, Professional Learning Team, IEP Teacher</p> |
| <p>Strategies to promote parent leadership and engagement as a key lever for school improvement.</p> <ul style="list-style-type: none"> <li>- Staff provides parent workshops throughout the year</li> <li>- Translation Program: Use of headsets for translation</li> <li>- eChalk website to improve parent communication</li> <li>- Parent outreach on Tuesdays from 2:20 - 3:00</li> <li>- Training will be provided for parents in research-based programs such as Brain POP, Brain POP Jr., Brain POP ESL, Tumble Books, and Mathletics, MyON online reading library, which is based on a Fountas and Pinnell sequence</li> <li>- Parents will participate in <i>Celebration Walks</i> in order to observe high quality learning in which students are engaged</li> </ul>   | <p>Parents; All teachers; All students</p> | <p>9/2015 –<br/>6/2016</p> | <p>Principal, Assistant Principals, All Classroom teachers, ELL teachers, SETSS teachers, Content Area Teachers, Vertical Team, Wonders Reading Team, Math Team, Science Team, Social Studies Team, Professional Learning Team, IEP Teacher</p> |

|   |   |   |   |
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| - | - | - | - |
|---|---|---|---|

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal, Assistant Principals, Parent Coordinator, All Classroom teachers, ELL teachers, SETSS teachers, Content Area Teachers, Vertical Team, Wonders Reading Team, Math Team, Science Team, Social Studies Team, Professional Learning Team, IEP Teacher
- Wonders Reading Program, Go Math!, Foundations, Harcourt Science, FOSS Science Kits, Attanasio & Associates, Inc.: Getting Ready for the NYSESLAT, Unit Plans for all subjects
- Inquiry based data from Fountas and Pinnell Assessments, Benchmark assessments, weekly and unit assessments
- Technological support and Internet-based programs
- Schedule adjustments to allow for team collaboration

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   |          |   |                                |  |            |   |                  |   |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|---|------------------|---|-------------------|--|----------------------|
| X | Tax Levy | X | Title I SWP                    |  | Title I TA | X | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |   | PTA Funded       |   | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By January 31, 2016, Principal will confer with Professional Learning Team to analyze and discuss progress and revise action plan
- On-going progress will be monitored by administrators through observations, looking at student work and lesson plans followed by feedback and next steps
- By January 31, 2016, Administration will monitor a 25% teacher progression in Danielson component 4e using data from *Advance*

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The most recent data regarding Strong Family and Community Ties from the Framework for Great Schools Report for 2014-2015 indicated that we had positive responses of 73% in Parental Involvement.

During the 2014-2015 school year, we saw an average of 9% parent attendance in activities and workshops provided by the school during the regular school day and in the evening, reflecting a priority need for increased involvement.

The following results are based on the most recent Parent Survey and reflect a need for an increase in parental involvement:

- 67% of parents said they attended between 0-2 Parent Teacher Conferences throughout the school year
- 39% of parents said they were invited to 0-2 school activities or workshops throughout the school year

Although we were rated proficient in the Quality Review for establishing a culture for learning that communicates high expectations to staff, students, and families, and provides support to achieve those expectations, we will continue to:

- Communicate expectations connected to a path to college and career readiness and partner with families to support students’ progress toward those expectations
- Establish a culture for learning that systematically communicates a unified set of high expectations for all students
- Provide clear, focused, and effective feedback and guidance/advisement supports to ensure that students, including high-need subgroups, own their educational experience and are prepared for the next level
- Communicate high expectations including professionalism, instruction, communication, and other elements of the Danielson Framework for teaching to the entire staff, and provide training, resulting in a culture of mutual accountability for those expectations.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will use attendance records collected from workshops, activities, and events that will result in a 3% increase in parent involvement.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul> | <p><b>Target Group(s)<br/><i>Who will be targeted?</i></b></p> | <p><b>Timeline<br/><i>What is the start and end date?</i></b></p> | <p><b>Key Personnel<br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>   |
|---|--|---|--|
| <p>- Parent workshops conducted by Parent Coordinator: ELA and Math instructional strategies, ELL enrichment, homework help, test prep, and “Kitchen Math”</p> <p>- Translation headphones available for meetings and workshops</p> <p>- Art/Unit Themed Presentations, K-2 and 3-5</p> <p>- Award Ceremonies for perfect attendance, Student of the Month and Citizen of the Month</p> <p>- Student-made invitations for events</p> <p>- Monthly grade interactive parent-student activities</p> <p>- Family reading nights</p>  | <p>All parents,<br/>All teachers;<br/>All students</p>         | <p>9/2015 – 6/2016</p>  | <p>Principal, Assistant Principals, All Classroom teachers, ELL teachers, SETSS teachers, Content Area Teachers, Wonders Reading Team, Math Team, Science Team, Social Studies Team, Vertical Team, Professional Learning Team, IEP Teacher, Parent Coordinator, PTA</p> |

|   |   |   |   |
|---|---|---|---|
| - Movie nights  |   |   |   |
| - Science Fair/Invention Convention   |   |   |   |
| - Chorus/Music Club   |   |   |   |
| - Parent outreach on Tuesdays   |   |   |   |
| - E-Chalk to improve communication between home and school  |   |   |   |
| - Annual Reviews for SWDs with parent/guardian, optional parent advocate and/or optional home-language translator |   |   |   |
| - PTA Meetings  |   |   |   |
| - Title I parent meetings   |   |   |   |
| - Open communication with parents in their home-language  |   |   |   |
| -   | - | - | - |
| -   | - | - | - |
| -   | - | - | - |

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal, Assistant Principals, Parent Coordinator, School Leadership Team, Parent-Teacher Association, Guidance Counselor, Social Worker, All Classroom teachers, ELL teachers, SETSS teachers, Content Area Teachers, Vertical Team, Wonders Reading Team, Math Team, Science Team, Social Studies Team, Professional Learning Team, IEP Teacher,, all parents
- Parents will be invited into individual teacher conferences on Tuesday afternoons based upon the social-emotional welfare of the child as well as data from Fountas and Pinnell Assessments, Benchmark assessments, weekly and unit assessments
- Technological support and Internet-based programs
- Schedule adjustments to allow for personnel and parental collaboration, workshops and meetings
- Progress reports will be sent to parents on an individual basis to keep parents updated on their child's progress

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   |          |   |                                |  |            |   |                  |   |                   |   |                      |
|---|----------|---|--------------------------------|--|------------|---|------------------|---|-------------------|---|----------------------|
| X | Tax Levy | X | Title I SWP                    |  | Title I TA |   | Title II, Part A | X | Title III, Part A | X | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    | X | PTA Funded       |   | In Kind           |   | Other                |

**Part 5 – Progress Monitoring**

|   |
|---|
| <p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>- At mid-year point, Principal will confer with Parent Coordinator and all staff members to analyze and discuss progress in parent attendance at workshops, activities and events as measured by event sign-in sheets and parent feedback.</p> <p>- By February 2016, parent involvement will increase by 1.5% as measured by sign-in sheets and parent feedback.</p> <p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |
|---|

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| <b>Type of Academic Intervention Service (AIS)</b> | <b>Criteria for determining AIS services</b>   | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>   | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>   | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|--|--|---|--|--|
| <b>English Language Arts (ELA)</b>                 | <p>State scores for ELA from previous school year (level 1s) for 4<sup>th</sup> &amp; 5<sup>th</sup> grade</p> <p>Flexible grouping based on academic need or lowest third for grades 3-5</p>  | <p>Intervention Programs throughout the school year:</p> <p>Foundations, MyOn, Making Meaning, Great Leaps</p> <p>SETSS at-risk</p> <p>Test Planning</p>  | <p>Small group instruction using Wonders Intervention Program (Wonder Works):</p> <p>One-to-one as needed</p> <p>Direct instruction in groups based on academic need</p> <p>Morning Program: Rosetta Stone to develop English Language Proficiency</p> | <p>Before and during the regular school day</p>  |
| <b>Mathematics</b>                                 | <p>State scores for Math from previous school year (level 1s) for 4<sup>th</sup> &amp; 5<sup>th</sup> grade</p> <p>Flexible grouping based on academic need or lowest third for grades 3-5</p> | <p>Go Math – Mathematics Program</p>  | <p>Small group instruction using Go Math – Mathematics Program</p> <p>One-to-one as needed</p> <p>Direct instruction in groups based on academic need</p>  | <p>During the school day</p>   |
| <b>Science</b>                                     | <p>Flexible grouping based on academic need or lowest third for grades 3-5</p>   | <p>Hands-on investigations, vocabulary development, and content instruction based on assessed needs</p> <p>Content instruction is incorporated into the writing program and performance tasks</p> | <p>Reduced student-teacher ratio enabling small group and individual instruction</p>   | <p>During the school day</p>   |
| <b>Social Studies</b>                              | <p>Flexible grouping based on academic</p>   | <p>Content instruction is incorporated into the writing program and performance tasks</p>   | <p>Small group instruction</p>   | <p>During the school day</p>   |

|   |   |  |   |                       |
|---|---|--|---|-----------------------|
|   | need or lowest third for grades 3-5   |  |   |                       |
| <b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | State mandated individual education plan and students at-risk, initial cases, students pending referral | Emotional, health, and social counseling for individual students<br><br>Crisis intervention referral, Foundations, multi-sensory reading & math programs | Direct small group and individual instruction | During the school day |

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

|  |                                 |  |   |
|--|---------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. |                                 |  |   |
| <b>X</b>   | <b>Schoolwide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |
|  |                                 |  | <b>Non-Title I</b>                      |

### Part 2: All Title I Schools

#### 2a. 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.  |
| <p>- Lead teachers support, mentor, and provide assistance for all teachers vertically and horizontally to improve pedagogy. Teachers visit classrooms through inter- and intra-visitations in order to view best practices. Celebration walk-throughs are a central part of the professional learning community at P.S. 60. In conjunction with this, teachers have leadership roles on teams, SLT, as well as teachers who provide for the neediest students in special education and ESL. Teachers from specific teams turn-key information from outside providers in order to improve student outcomes.</p> <p>- Retention of teachers at P.S. 60 remains high due to a community based upon support, trust, and monthly sharing of best ideas at the breakfast learning community. Administrators support teachers to become highly qualified with many acquiring administration degrees. These teachers are mentored by the assistant principals. Some of the universities and colleges that teachers have attended are St. Johns, Stonybrook, and Touro.</p> <p>- Principal and administrative staff will attend NYC DOE hiring fairs in order to recruit highly qualified teachers.</p> <p>- Partnership with St. John's University</p> |

#### 2b. High Quality and Ongoing Professional Development

|  |
|--|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).   |
| <p>- Administration will provide professional development for all staff members; we will include Instructional Rounds and CCLS workshops to ensure that all curriculum is aligned with the Common Core Learning Standards. Professional development is based upon <u>Educational Rounds</u>. The problem of practice stems from the quality of questions that are asked in the classroom. Professional development is based upon looking at best practices. Reading skills are designed for recalling facts and details, main idea, sequencing, cause and effect, comparing and contrasting, making predictions, using context clues, making inferences, identifying facts and opinions, author's purpose, figurative language, and summarizing. These twelve skills are cycled to improve questioning three times during the school year during professional practice. Professional development teams analyze teacher questions to determine what is most effective. This concept is from <u>Results Now</u> by Schumoker that isolation in teaching practice produces poor student outcomes. By teachers sharing best practices and high quality questions, student and teacher outcomes will improve.</p> |

- Paraprofessionals, through this process of working with students and observing high quality pedagogy, will improve their practice enough to become highly qualified teachers themselves.
- Veteran teachers are assigned as mentors for new and non-tenured teachers.
- Opportunities for new teachers to observe a highly-effective lesson.
- Data coaching done by Assistant Principals, Inquiry Team, and 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 provided by the CFN as well as school administration.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

N/A

#### **3b. 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).

N/A

### **Part 4: SWP Schools Only**

#### **4a. 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.

#### **4b. 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. The data specialist works with teachers on all grades in order to ensure that teachers understand how to implement assessment results

and use matrixes to plan and implement lessons based on students' academic needs, strengths, and areas for enrichment. Teachers on both vertical and horizontal teams also collaborate on how to use both formative and summative assessment results to improve instruction.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name           | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|------------------------|--|---|---|----------------------------------|
|                        |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s) |
| Title I Part A (Basic) | Federal  | 589,232.00  | X   | 5a, 5b, 5c, 5d, 5e               |
| Title II, Part A       | Federal  | 249,084.00  | X   | 5d                               |
| Title III, Part A      | Federal  | 20,596.00   | X   | 5a, 5b, 5c, 5d, 5e               |
| Title III, Immigrant   | Federal  | 0   |   | 5e                               |
| Tax Levy (FSF)         | Local  | 5,825,279.00  | X   | 5a, 5b, 5c, 5d, 5e               |

#### <sup>1</sup>Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### **Parent Involvement Policy (PIP)**

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 the school. P.S. 60, 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 the school and the families. The 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 the school community. P.S. 60 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

The 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;
- 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 (SPC)**

P.S. 60, 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 on assessments.

#### **I. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> 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 with 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 to 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.

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| Part A: School Information   |                    |
|--|--------------------|
| Name of School: <u>P.S. 60</u>   | DBN: <u>27Q060</u> |
| This school is (check one):  |                    |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |                    |

| Part B: Direct Instruction Supplemental Program Information   |
|---|
| The direct instruction component of the program will consist of (check all that apply):   |
| <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy   |
| Total # of ELLs to be served: <u>110</u>  |
| Grades to be served by this program (check all that apply):   |
| <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>9</u>   |
| # of certified ESL/Bilingual teachers: <u>2</u>   |
| # of content area teachers: <u>0</u>  |

### 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 1-5, they will participate in a morning program, focusing on reading, writing, math, and attendance/lateness. PS 60 will have a morning program before school 2 days a week from 7:00 to 8:00 on Wednesdays and Thursdays for all of our ELL, ELL-SWD, Former ELL students who need to develop good work habits and improve their academic performance, with emphasis on meeting the CCLS. There will be a total of 9 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 7, 2015 and end on March 26, 2015. There will be a total of 22 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 Rose DeVito, a certified ESL teacher to discuss various methods of instruction for the ELL students. This training will take place on January 9th, February 6th, and March 6th, for 1 hour beginning at 7 a.m. in an effort to make adjustments to the implementation of instructional strategies as needed by providing professional development using 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, Rose DeVito.

### 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

**Part D: Parental Engagement 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 certified ESL teachers, Rose DeVito, Cecial Rodriguez, Maria Themelis, and Kelly Rojas, special education teachers, classroom teachers, and the parent coordinator, Jeannette Gonzalez. The workshops will begin at 8:15 and last approximately 1 hour. Parents will be notified of events/workshops through eChalk, 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<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>                                     | _____           | _____   |
| Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>   | _____           | _____   |
| Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul> | _____           | _____   |
| Educational Software<br>(Object Code 199)   | _____           | _____   |
| Travel  | _____           | _____   |
| Other   | _____           | _____   |
| <b>TOTAL</b>  | _____           | _____   |

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

|   |                       |                          |
|---|-----------------------|--------------------------|
| District <b>27</b>                      | Borough <b>Queens</b> | School Number <b>060</b> |
| School Name <b>The Woodhaven School</b> |                       |                          |

### 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 ENL teacher, and one parent.

|  |  |
|--|--|
| Principal <b>Frank DeSario</b>                                       | Assistant Principal <b>Lisa Kelly</b>                      |
| Coach  | Coach  |
| ENL (English as a New Language)/Bilingual Teacher <b>Kelly Rojas</b> | School Counselor <b>Megan Lauro</b>                        |
| Teacher/Subject Area <b>S. Themelis/ENL Teacher</b>                  | Parent <b>Damaris Carrasco</b>                             |
| Teacher/Subject Area   | Parent Coordinator <b>Jeannette Gonzalez</b>               |
| Related-Service Provider   | Borough Field Support Center Staff Member <b>type here</b> |
| Superintendent   | Other (Name and Title) <b>type here</b>                    |

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program            | <b>5</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program   | <b>1</b> | Number of teachers who hold both content area/common branch and TESOL certification | <b>5</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | <b>0</b> | Number of teachers who hold both a bilingual extension and TESOL certification      | <b>1</b> |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | <b>0</b> | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]     | <b>4</b> | Number of special education teachers with bilingual extensions                      | <b>0</b> |

### D. Student Demographics

|  |             |                      |            |   |              |
|--|-------------|----------------------|------------|---|--------------|
| Total number of students in school (excluding pre-K) | <b>1156</b> | Total number of ELLs | <b>147</b> | ELLs as share of total student population (%) | <b>0.00%</b> |
|--|-------------|----------------------|------------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

|   |   |
|---|---|
| <b>This school serves the following grades (includes ELLs and non-ELLs)</b><br>Check all that apply | <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |
|   | <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12                                     |

### This school offers (check all that apply):

|  |   |  |                               |
|--|---|--|-------------------------------|
| Transitional bilingual education program (TBE) | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program (DL)                     | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Freestanding ENL                               | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |                               |

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

| Bilingual Program Breakdown             |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b>                    |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>                            | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |   |     |   |    |
|-----------------------------|-----|---|-----|---|----|
| <b>All ELLs</b>             | 147 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 132 | <b>ELL Students with Disabilities</b>                     | 24 |
| <b>SIFE</b>                 |     | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 15  | <b>Long-Term</b> (ELLs receiving service 7 or more 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                       |      |     |   |      |     |  |      |     | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
|              | Newcomer ELLs<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   |   |      |     |   |      |     |  |      |     | 0     |
| <b>DL</b>    |   |      |     |   |      |     |  |      |     | 0     |
| <b>ENL</b>   | 132                                     |      | 16  | 15  |      | 8   | 0  |      |     | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 6

## 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     |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

|              | K   |    | 1   |    | 2   |    | 3   |    | 4   |    | 5   |    | 6   |    | 7   |    | 8   |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL   | EP |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

\* EP=English proficient student

**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  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section is for Dual Language Programs Only**

|  |   |
|--|---|
| Number of students (students fluent in both languages):<br>_____ | Number of students who speak three or more languages: _____ |
|--|---|

| Freestanding English as a New 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  | 30       | 25       | 27       | 9        | 15       | 16       |          |          |          |          |          |          |          | 0        |
| Chinese  | 1        | 5        | 1        | 2        | 1        |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  | 5        | 3        |          | 2        |          | 1        |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          | 1        |          |          | 1        |          |          |          |          |          |          |          | 0        |
| Arabic   |          | 1        |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          | 1        |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) |    |    |    |    |   |    |   |   |   |   |    |    |    |       |
|--|----|----|----|----|---|----|---|---|---|---|----|----|----|-------|
|  | K  | 1  | 2  | 3  | 4 | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| <b>Entering</b><br>(Beginning)                                   | 12 | 10 | 2  | 1  | 3 | 11 |   |   |   |   |    |    |    | 0     |
| <b>Emerging</b><br>(Low Intermediate)                            | 7  | 2  | 6  | 1  | 5 |    |   |   |   |   |    |    |    | 0     |
| <b>Transitioning</b><br>(High Intermediate)                      | 7  | 3  | 5  | 2  | 4 | 2  |   |   |   |   |    |    |    | 0     |
| <b>Expanding</b><br>(Advanced)                                   | 10 | 19 | 16 | 9  | 4 | 6  |   |   |   |   |    |    |    | 0     |
| <b>Commanding</b><br>(Proficient)                                |    | 19 | 14 | 20 | 6 | 9  |   |   |   |   |    |    |    | 0     |
| Total  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

| FORMER ELLS BASED ON REVISED EXITING CRITERIA                                       |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total   |   |   |   |   |   | 2 |   |   |   |   |    |    |    | 0     |

| FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE |   |   |   |   |   |    |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|----|---|---|---|---|----|----|----|-------|
|  | K | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total  |   |   |   | 1 | 1 | 10 |   |   |   |   |    |    |    | 0     |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       | 12      | 3       | 0       | 0       | 0     |
| 4       | 2       | 6       | 2       | 0       | 0     |
| 5       | 11      | 3       | 0       | 0       | 0     |
| 6       |         |         |         |         | 0     |
| 7       |         |         |         |         | 0     |
| 8       |         |         |         |         | 0     |
| NYSAA   |         |         |         |         | 0     |

| NYS Math |         |    |         |    |         |    |         |    |       |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade    | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|          | English | HL | English | HL | English | HL | English | HL |       |
| 3        | 10      |    | 5       |    | 3       |    | 0       |    | 0     |
| 4        | 3       |    | 5       |    | 4       |    | 3       |    | 0     |
| 5        | 8       |    | 3       |    | 7       |    | 1       |    | 0     |
| 6        |         |    |         |    |         |    |         |    | 0     |
| 7        |         |    |         |    |         |    |         |    | 0     |
| 8        |         |    |         |    |         |    |         |    | 0     |
| NYSAA    |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | HL | English | HL | English | HL | English | HL |       |
| 4                     | 1       |    |         |    |         |    |         |    | 0     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam           |                            |               |                             |               |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
|                                       | Number of ELLs Taking Test |               | Number of ELLs Passing Test |               |
|                                       | English                    | Home Language | English                     | Home Language |
| Comprehensive English/Common Core ELA |                            |               |                             |               |
| Integrated Algebra/CC Algebra         |                            |               |                             |               |
| Geometry/CC Algebra                   |                            |               |                             |               |
| Algebra 2/Trigonometry Math _____     |                            |               |                             |               |
| Chemistry                             |                            |               |                             |               |
| Earth Science                         |                            |               |                             |               |
| Living Environment                    |                            |               |                             |               |
| Physics                               |                            |               |                             |               |

| New York State Regents Exam  |                            |               |                             |               |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
|                              | Number of ELLs Taking Test |               | Number of ELLs Passing Test |               |
|                              | English                    | Home Language | English                     | Home Language |
| Global History and Geography |                            |               |                             |               |
| Geography                    |                            |               |                             |               |
| US History and Government    |                            |               |                             |               |
| LOTE                         |                            |               |                             |               |
| Government                   |                            |               |                             |               |
| Other _____                  |                            |               |                             |               |
| Other _____                  |                            |               |                             |               |
| NYSAA ELA                    |                            |               |                             |               |
| NYSAA Mathematics            |                            |               |                             |               |
| NYSAA Social Studies         |                            |               |                             |               |
| NYSAA Science                |                            |               |                             |               |

| Home Language Assessments  |   |                        |                        |                        |  |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (DL only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |  |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |  |                        |                        |                        |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
Our school uses various assessment tools to assess the early literacy skills of our ELLs, including NYSITELL, Wonders Reading Program, Wonder Works Reading Program for ELLs Unit Assessments, weekly conference logs and checklists during guided reading, Fountas and Pinnell, NYSESLAT (RLAT/RNMR reports), data from NYS ELA/Math exams and Rosetta Stone to assess the early literacy skills of ELLs. The data provides insight into each ELL learner in terms of understanding and using the four language modalities (listening, speaking, reading, and writing) necessary to attain English proficiency.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Upon data analysis of student performance on the NYSITELL and NYSESLAT, we have observed a pattern across proficiency levels and grades. Throughout assessment, students demonstrate higher proficiency in the listening and speaking modalities. The scores also revealed lower proficiency levels within the writing and reading modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
3. Performance across NYSESLAT modalities, reading/writing and listening/ speaking, inform instruction. Instruction will be designed and differentiated to improve reading and writing skills. Professional development will be provided for all staff throughout the school year. ENL best practices will be shared with all classroom teachers. More time will be allotted for the examination and analysis of the student's writing portfolios in order to determine areas of weakness. Teachers along with the students will set reading and writing goals and develop a plan to achieve these goals and improve the student's proficiency levels within the writing and reading modalities. The AMAO Estimator Tool will help enhance correlation of data across assessments necessary to design coherent instruction for all ELL learners. It also will identify the At-Risk students so RTI can be provided.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

In the areas of science, social studies and math, most of the ELL students chose to use the English test version. The ELL students prefer to take the test in English rather than in their native language. However, students who are taking these content area tests for the first time prefer to take tests in their native language with the aid of a translated glossary. Our students tend to perform on a satisfactory level. The school leadership and teachers are using the results of the ELL periodic assessments to drive instruction. The school leadership will utilize AIS teachers along with the ELL teacher to meet the needs of each ELL student. Their strengths and weaknesses will become clearer using the results of these assessments along with other work the students have completed as evidenced in their portfolios.

ELLs with some proficiency tend to show growth on periodic assessments from year to year. In the content areas, these ELL students are comfortable using the English versions of the assessments. However, newcomers struggle and prefer to use the native language tests.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

All students are universally screened in order to place them within tiers. ELL students are given instruction beyond their mandated ELL services if they fall within Tier II or III. Additional instruction in literacy is given in small groups utilizing specialized programs that specifically target their needs with regards to phonological awareness, questioning skills and higher order thinking.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Students are placed in flexible groups based on their performance on various assessments such as the NYSITELL, NYSESLAT and standardized tests. Throughout the year grouping is modified based on formal and informal assessments. Heterogeneous groups are also utilized as an effective strategy for ELLs to improve English language proficiency. Scaffolding is provided as necessary in order to help students successfully complete academic tasks. There is a focus on explicit instruction of academic vocabulary.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

8. After examining unit exams, benchmark assessments and NYSESLAT scores, we notice progress in ELLs' language acquisition. The regular classroom teacher observes growing confidence in the children who receive ELL services. We evaluate the success of our ENL program for our ELLs based on progress shown throughout the school year via assessment tools used in the school (e.g. Fountas and Pinnell, Wonders/Wonder Works Reading Program Weekly Assessments, NYSESLAT, ELA). Student progress is pertinent in our decision making when deciding on an ELL program that is successful for our school.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

1. The ELL Identification process includes 4 steps: 1. A licensed pedagogue completes the Home Language Identification Survey (HLIS) with the parent, which includes an interview with the student and parent in English and/or the parent's native language to determine the student's home language. The HLIS is translated into nine languages. The interviews are conducted by one of the school's five ENL teachers, Ms. R. DeVito, Ms. C. Rodriguez, Mrs. K. Rojas, Mrs. S. Themelis, and Ms. D. Mancuso. The five ENL teachers possess certifications and licenses in TESOL and common branches. Ms. C. Rodriguez is fluent in Spanish. Mrs. S. Themelis is fluent in Greek and has working knowledge of Spanish. Ms. R. DeVito and Mrs. Kelly Rojas also have working knowledge of Spanish. If the child speaks English fluently and is capable of using academic language during the initial interview process, the child will not be administered the NYSITELL. However, if the child is unable to respond and has difficulty comprehending questions asked during the interview, the NYSITELL is administered. 2. Eligibility to take the New York State Identification Test for English Language Learners (NYSITELL) is determined based on the HLIS and the initial interview with the parent and child. 3. The NYSITELL must then be administered to all eligible students within 10 days of enrollment as per CR Part 154. Performance on this assessment determines the child's entitlement to receive English language development support services. 4. If NYSITELL results show that a child is an ELL and Spanish is used in the home, he or she also takes a Spanish LAB to determine their native language proficiency level. Once the student is enrolled into the ELL program, the student is given English support services. Parents of newly enrolled ELL students are notified and are invited to the school for orientations to inform them of the different ELL programs that are available. At orientation, parents have the opportunity to

receive materials about ELL programs in their home language which includes the ELL Parent Brochure, and to ask questions about ELL services with assistance from translators. Parents are invited to watch the Parent Orientation Video at <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm> which is offered in 13 languages. At the end of each orientation, the school staff collects the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child. Once a program has been selected and the students are placed, students receive ELL services and will only exit out of the program when the child scores at a certain level of proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT). In this case, he or she can enter a monolingual instructional program. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for 2 or more years must complete the ELL Identification Process described above. Also, if there are indications within the ELL Identification Process that a student has had an interruption or inconsistent schooling prior to arrival in the United States and are two or more years below grade level in literacy and math, they will be considered a SIFE student.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling. If a student is in grades 3 to 9, and scores at the beginner/entering or low Intermediate/emerging level of proficiency on NYSITELL. We will then administer the oral interview questionnaire and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS).
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of
  - A school/district administrator
  - A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
  - The director of special education or individual in a comparable title (or his or her designee)
  - The student's parent or guardianA qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 years.
  1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:
    - The student's history of language use in the school and home or community
    - The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
    - Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English
  2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.  
The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder. It is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the NYSITELL is scanned and the score is determined, our school prints the entitlement and non-entitlement letters to be sent home to parents in their home language. We keep a log of which forms were returned and follow up if a form has not been returned. Dated and signed letters are then retained in the students' cumulative records.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

#### Phase 1

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who:

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

#### Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

6. When a new ELL student enrolls, parents are informed of the three instructional models available in New York City, regardless of whether the preferred model is offered in the school. Being able to articulate the features of the three ELL program models and how they differ is essential to helping parents make an informed decision. The programs include Dual Language, the Transitional Bilingual and the Freestanding English as a New Language (ENL). While all three programs offer language development and rigor in academic subjects, the amount of instructional time spent in English and native or target languages differ. To inform parents of these three options, parents are invited to view the Parent Orientation Video, which explains the three program options and is available in 13 languages.

Below are the three programs offered:

If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR part 154. If our school is not offering that program model, then the students will be placed in a neighboring school, within the district that offers it. However, we will do everything in our power to retrieve the form by sending notes home, making phone calls, speaking with parent/guardian and making home visits, if necessary.

In consultation with parents, the following activities are supported during the school year:

- The 5 ESL teachers, Ms. R. DeVito, Ms. Cecelia Rodriguez, Mrs. K. Rojas, Mrs. S. Themelis, and Ms. D. Mancuso, and the school's parent coordinator, Ms. J. Gonzalez, hold parent workshops in order to provide appropriate information on each program
- parents are also invited into the classroom to observe and engage in ESL strategies and materials
- parent participation in school activities to keep parents informed of all school events.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

After students are administered the NYSITELL and the student is deemed entitled to receive English support services, the student and parent(s) or guardian(s) are invited to parent orientation where the three program choices are described. Participating parents are asked to complete the survey and forms during the workshops. However, if a parent of an ELL child is unable to attend, letters are sent home with the child and follow up calls are made to the home. If the forms are not returned, the default program for the ELL child is Transitional Bilingual Education as per CR Part 154.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If the Parent Survey and Program Selection forms have not been completed and returned, we first schedule a second orientation for these parents to attend and fill out the Parent Survey and Program Selection forms. If these parents do not attend the second orientation we try to reach out to the parent by phone or by sending home a letter. We keep a log of who the letters went out to and which ones have not been returned. If the forms are not returned, the default program for the ELL child is Transitional Bilingual Education as per CR Part 154.
9. Describe how your school ensures that placement parent notification letters are distributed.
9. Once the entitlement letters are distributed and Parent Survey and Program Selection forms are returned, the ENL teachers make two photocopies of each form and the original documents are placed into the students' cumulative folders. The photocopies are stored in the ELL classroom and the ELL compliance binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Our school retains all ELL documentation for each child by making copies of the HLIS, non-entitlement, and entitlement letters and we keep one copy in the students cumulative folder, as well as in our compliance binder.
11. 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.

Annually, the testing coordinator and the ENL teachers print ATS reports that gather information regarding the ELL population within the school. Such reports are RLER, RLAT for entitled students only, and the RYOS. The RLER report gives an overview of new admissions into the school building before and during the testing time frame. The RLAT provides information regarding the ELL students who are to participate in the exam and the RYOS provides information based on the years of services needed in order to complete the bubbling of scantron answer documents.

The school develops a team of pedagogues who are responsible for administering the NYSESLAT. Each teacher is responsible for administering the Speaking, Listening, Reading and Writing according to their grade bands. The ELL teachers sit with unbiased pedagogues who are responsible for administering the four modalities during testing. The ELL teachers do not grade their own students on Speaking and Writing.

The students are tested individually during the speaking subtest window by unbiased pedagogues. The scores are transcribed from the response document onto the scantron after the writing subtest.

After the speaking test, the listening test is administered either through teacher directives or the accompanied CD, based on the grade band.

The reading and writing tests are the final components of NYSESLAT and are administered in whole class/whole grade settings. All students with Individualized Education Plans or 504 Plans receive their appropriate testing modifications during the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our school sends Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent. Transitional Support parent notification letters are sent within the same timeframe. We make copies of the letters and we keep one copy in the students cumulative folder, as well as in our compliance binder.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing past Parent Survey and Program selection forms, which are maintained and stored in the ESL classroom, it has become apparent through the rising trend that the parents prefer the freestanding English as a Second Language (ESL) program. In the past four years, from 2014-2015, the request for ENL has been 100%. Parents have expressed their appreciation for promoting literacy within the ENL program. Using English, the students are engaged in many group activities with a strong emphasis on literacy and language development. This program is directly related to all content areas. The school's program is aligned with what parents have requested. The school offers a push-in and pull-out model. We also offer self contained ELL classes as well. P.S. 60 is comprised of children from many countries. It is important to facilitate their adjustment to their new surroundings. The focus of the ENL program is to enable the students to function effectively within the classroom environment.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.  
Self contained ENL classrooms are heterogeneously grouped. Entering students receive 180 minutes in Stand alone ENL and 180 minutes ENL/ELA. Emerging students receive 90 minutes of stand alone ENL, 180 minutes ENL/ELA and 90 minutes of Stand alone ENL or integrated ENL content area. Transitioning students receive 90 minutes of ENL/ELA and 90 minutes of stand alone or integrated ENL/content area. Expanding students receive 180 minutes of ENL/ELA or other content area. Commanding receive 90 minutes of integrated ENL/ELA or content area, or other approved services. Instruction is differentiated based on NYSITELL, NYSESLAT, Fountas and Pinnell Reading levels, and informal assessments.
  - TBE program. *If applicable.*  
N/A
  - DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Entering students receive 180 minutes in Stand alone ENL and 180 minutes ENL/ELA. Emerging students receive 90 minutes of stand alone ENL, 180 minutes ENL/ELA and 90 minutes of Stand alone ENL or integrated ENL content area. Transitioning students receive 90 minutes of ENL/ELA and 90 minutes of stand alone or integrated ENL/content area. Expanding students receive 180 minutes of ENL/ELA or other content area. Commanding receive 90 minutes of integrated ENL/ELA or content area, or other approved services.

3. Describe how core content is delivered in each program model. 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.
- In the program model used at P.S.60, which is Freestanding ENL, all core content is delivered in English. ELL students use the same materials their classmates use. New comers use computer instructional programs such as MyOn, Mathletics, GoMath, Wonders, and Starfall. These programs have pictures, letter recognition, words, stories, etc. that supports new ELLs with language development. Students also have access to iPads. We supplement with picture dictionaries and by using various websites for translation into student's native language when necessary. We focus on vocabulary and pictures and/or visuals in order to make content comprehensible.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- Students are given math textbooks and math assessments in Spanish. Even though instruction is in English, students who are in the silent phase are given the opportunity to answer or give a written response in their native language in order for the teacher to assess their understanding.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- All four modalities are incorporated into everyday lessons so that the ENL teacher can assess their progress.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- At the start of school, students are grouped according to their NYSESLAT English Proficiency levels. As the ENL teacher works with the students, the teacher determines what the students strengths and weaknesses are in each area of instruction. Weekly and monthly assessments are also examined in order for the ENL teacher to plan lessons. All lessons are differentiated according to the needs of each individual student. If a student is a former ELL, data from grade assessments will be used to drive instruction as well as informal assessments by the ENL teacher.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- Paste response to questions here:
8. 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?
- ELL students use the same materials their classmates use. New comers use computer instructional programs such as MyOn, Mathletics, GoMath, Wonders, and Starfall. These programs have pictures, letter recognition, words, stories, etc. that supports new ELLs with language development. Students also have access to iPads. Paste response to question here:
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- Paste response to question here:

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL  | ENTERING (Beginning)                                  | EMERGING (Low Intermediate)   | TRANSITIONING (Intermediate)   | EXPANDING (Advanced)  | COMMANDING (Proficient)   |
|--|---|---|--|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM)   | 2 units of study <i>per week</i> (360 min.)           | 2 units of study <i>per week</i> (360 min.)   | 1 unit of study <i>per week</i> (180 min.)   | 1 unit of study <i>per week</i> (180 min.)                  | Former ELLs must continue to receive services for an additional two years                                     |
| STAND-ALONE ENL  | 1 unit of study in ENL (180 min.)                     | .5 unit of study in ENL (90 min.)   |  |   |   |
| INTEGRATED ENL   | 1 unit of study in ENL/ELA (180 min.)                 | 1 unit of study in ENL/ELA (180 min.)   | .5 unit of study in ENL/ELA (90 min.)  | 1 unit of study in ENL/ELA or other Content Area (180 min.) |   |
| FLEXIBILITY  |   | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)  |   | .5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services* |
| TOTAL  | 360 minutes per week                                  | 360 minutes per week  | 180 minutes per week   | 180 minutes per week  |   |
| STAFFING/ PERSONNEL  | <u>STAND-ALONE ENL</u><br>K-12 Certified ESOL teacher |   | <u>INTEGRATED ENL – 1 Dually Certified Teacher</u><br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br><u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u><br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) |   |   |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. |   |   |  |   |   |

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL  | ENTERING (Beginning)   | EMERGING (Low Intermediate)   | TRANSITIONING (Intermediate)   | EXPANDING (Advanced)                           | COMMANDING (Proficient)   |
|--|--|---|--|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM)   | 3 units of study <i>per week</i> (540 min.)  | 2 units of study <i>per week</i> (360 min.)   | 1 unit of study <i>per week</i> (180 min.)   | 1 unit of study <i>per week</i> (180 min.)     | Former ELLs must continue to receive services for an additional two years                           |
| STAND-ALONE ENL  | 1 unit of study in ENL (180 min.)  | .5 unit of study in ENL (90 min.)   |  |  |   |
| INTEGRATED ENL   | 1 unit of study in ENL/ELA (180 min.)  | 1 unit of study in ENL/ELA (180 min.)   | .5 unit of study in ENL/Content Area (90 min.)   | 1 unit of study in ENL/Content Area (180 min.) |   |
| FLEXIBILITY  | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)             | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)  |  | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL  | 540 minutes per week   | 360 minutes per week  | 180 minutes per week   | 180 minutes per week                           |   |
| AWARDING CREDITS   | <u>STAND-ALONE ENL</u><br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |   | <u>INTEGRATED ENL</u><br>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies   |  |   |
| STAFFING/ PERSONNEL  | <u>STAND-ALONE ENL</u><br>K-12 Certified ESOL Teacher  |   | <u>INTEGRATED ENL – 1 Dually Certified Teacher</u><br>ESOL or Content Area (7-12) teacher who holds both certifications<br><u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u><br>A certified ESOL teacher and a 7-12 certified Content Area teacher |  |   |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. |  |   |  |  |   |

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

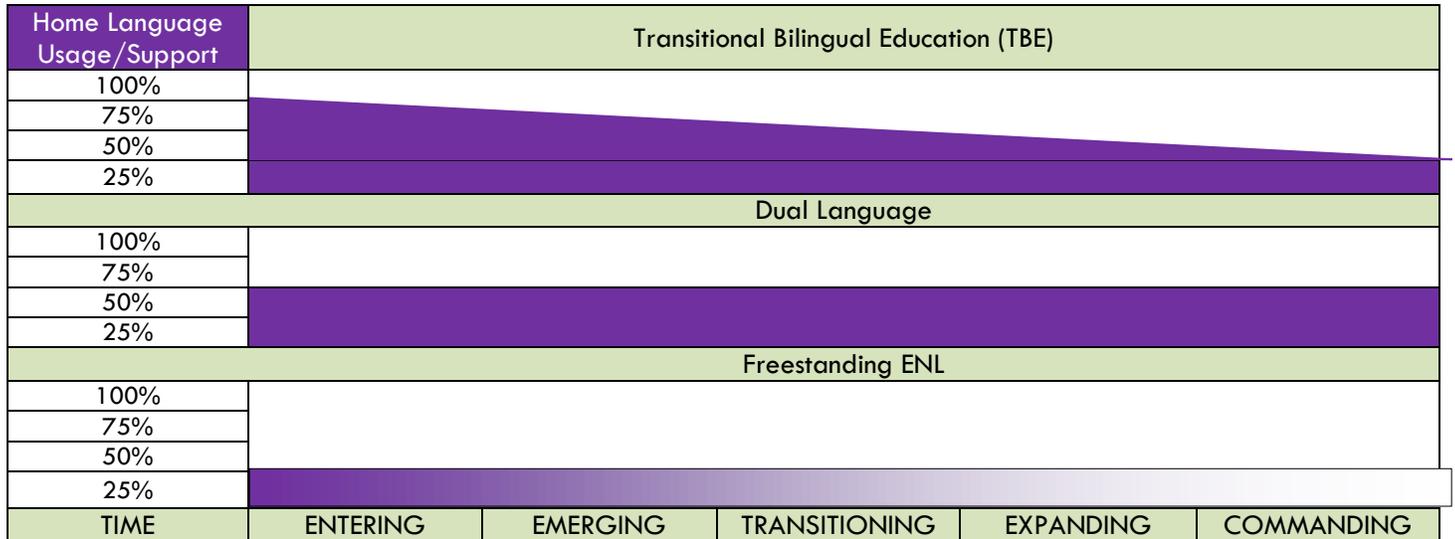


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

ENL 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. ENL 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. ENL teachers will collaborate with the classroom teacher and any other teacher who provides instruction to these students.

Students who have been held over will be provided with additional AIS services. Classroom, ENL 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. ENL, 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 addition instruction in reading during the school day. ENL, 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, ENL and AIS teachers will compare their data using the Reading 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 ENL, 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. Paste response to question here:

11. 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 ENL students are reaching the benchmark in all content areas.:

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

This year we will be implementing the Co-Teaching, Stand Alone, and the Intergrated model of instruction due to class placement of ELL students.

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

N/A

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

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: AIS, morning programs, evening activities such as Mommy and Me, Daddy and Me, Movie Night, Game Night, etc.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

ELL students use the same materials their classmates use. New comers use computer instructional programs such as MyOn, Mathletics, GoMath, Wonders, and Starfall. These programs have pictures, letter recognition, words, stories, etc. that supports new ELLs with language development. Students also have access to iPads.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Teachers provide Glossaries, Bilingual Dictionaries, and 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.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

PS 60 hosts an ELL program for its current and former ELLs, as well as to local schools within our district.

19. What language electives are offered to ELLs?

None

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The ENL teachers attend monthly meetings to receive professional development on various language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The school's Professional Development Plan for the year focuses on ELLs as well as the CEP goals. The committee teams meet twice a month and develop agendas based on continuous and daily assessments and evaluations.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Teachers meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. The meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Schools must determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. The school records attendance using existing procedures.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

A monthly newsletter is sent to parents notifying them of current and ongoing programs and activities in both Spanish and English and translate into other necessary languages when needed. 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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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.
5. How do you evaluate the needs of the parents? The Parent Coordinator sends the parents surveys to assess parental needs, which are then addressed accordingly.
6. How do your parental involvement activities address the needs of the parents? The ENL teachers, Guidance Counselor, and AIS teachers, together with the Parent Coordinator conduct workshops to help parents learn how to use the school's website, online Wonders and GoMath programs. Parent meeting are also held to inform parents on how to prepare their child for standardized tests such as the ELA, NYS Math Exam, Acuity Assessment, etc.

### D. Additional Information

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

Paste response here:

**School Name: The Woodhaven School**

**School DBN: 27Q060**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

| Name (PRINT)       | Title   | Signature | Date (mm/dd/yy) |
|--------------------|---|-----------|-----------------|
| Frank DeSario      | Principal   |           | 10/31/15        |
| Lisa Kelly         | Assistant Principal                                   |           | 10/31/15        |
| Jeannette Gonzalez | Parent Coordinator                                    |           | 10/31/15        |
| Kelly Rojas        | ENL/Bilingual Teacher                                 |           | 10/31/15        |
| Damaris Carrasco   | Parent  |           | 10/31/15        |
| SotiriaThemelis    | Teacher/Subject Area                                  |           | 10/31/15        |
|                    | Teacher/Subject Area                                  |           | 1/1/01          |
|                    | Coach   |           | 1/1/01          |
|                    | Coach   |           | 1/1/01          |
| Megan Lauro        | School Counselor                                      |           | 10/31/15        |
|                    | Superintendent  |           | 1/1/01          |
|                    | Borough Field Support<br>Center Staff Member<br>_____ |           | 1/1/01          |
|                    | Other _____   |           | 1/1/01          |
|                    | Other _____   |           | 1/1/01          |
|                    | Other _____   |           | 1/1/01          |



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **27Q06**      School Name: **The Woodhaven School**  
Superintendent: **Mary Barton**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Using the data recorded in ATS and based on the HLIS (Home Language Identification Survey), annual school reports, blue emergency card indicators, discussions at school leadership meetings and PTA meetings, and daily parent teacher contact, we assess the school's need for written translation and oral interpretation. During the school day, we use staff to translate. In the event we find the need for a translator, we contract outside agencies to work with us. During our school review, parents and teachers indicate a need to translate all letters and monthly newsletters into Spanish. Interpreters as well as school personnel who are able to translate and interpret are made available during individual parent-teacher conferences to ensure progress in instruction.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on our school data and school-wide language needs, gathered from school leadership and PTA meetings, our greatest need is Spanish translation for both written and oral communication. Our parent coordinator in conjunction with teachers and other staff members who are able to communicate Spanish provide parents with needed translation. We provide written translations on all documents as provided by the DOE website to those parents in need. Translated letters are sent home informing parents of available translation services. Parental notices are sent in English and other target languages informing parents of the availability of translation and interpretation services at the school level. In addition, copies of such notices are posted in a prominent location near the main office of the school. Letters are sent

home to parents in the home language whenever possible. Our parent coordinator holds workshops to help parents learn English and to disseminate information. Signs posted in the main lobby indicate Spanish, as well as other languages, are spoken in our school as well as signs for events and other services. Individual student and other school data are reported by school staff to parents in the native language. Results are disseminated as soon as the information is received. Workshops are given at PTA and leadership meetings, and parent workshops are held to explain standardized tests and results. Spanish, Arabic, Bengali, Chinese/Mandarin, French, and Urdu translations and interpretations are available whenever possible.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Common letters to parents, such as school closure and exam notification letters, have been translated. We also use EChalk for our school website and School Messenger which are available in language of choice. Other forms that are typically disseminated every year that require translation and are distributed to families include health forms (New Admission Exam: First and Second notice requesting CH-205), Section 504 Guidelines for the Provision of Health Services and/or Section 504 Accommodations for Students, requests for administration of medication for students, AAMAF, AMAF, DMAF, Bed Bug Fact Sheet/Notification Letter, immunization information, recess notifications, Title III programs, monthly school calendars, monthly newsletters, parent-teacher conference announcements, New York State testing dates and general overview of student curriculum and progress reports.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings that our school will typically have with parents throughout the school year include parent-teacher conferences in September, November, March, and May, weekly parent meetings/outreach on Tuesdays, annual Target Reading Night, monthly PTA meetings, monthly school leadership meetings, informal/formal interactions/meetings with the guidance counselor, IEP meetings, and other necessary parent outreach conducted by a pedagogue.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school always provides written translation by the parent coordinator, the ENL teachers, language paraprofessionals and staff member who are able to provide this service as well as parent volunteers who are able to translate letters to parents. This enables parents to understand standardized exams, informal assessments and it provides parents with individual student progress. Translated letters keep parents informed as to school closings, half-days, and important events being conducted in the school. We monitor and maintain folders containing samples of translated letters and scheduled meetings. Translated Bill of Parents' Rights and Responsibilities are included in what is disseminated to parents. We provide written translations on all documents as provided by the DOE website to those parents in need of translations. Copies of these documents are kept with the parent coordinator and in the main office at all times, as well as in the student's cumulative folders. As in the past, we will provide translation services by an outside vendor when necessary or as provided by the DOE.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school provides oral interpretation services as well as using the DOE phone translation services. Our parent coordinator and other staff members conduct bi-monthly meetings to keep parents informed of changes within curriculum. Curriculum planning, pacing calendars, and discussing individual student needs are addressed to achieve high standards as well as to meet the Common Core Learning Standards. Our school provides language personnel to interpret during scheduled meetings, specifically to translate English into Spanish or other home languages. Our SBST is bilingual and provides translations for mandated services. Our parent coordinator and other staff are always available to provide translation when needed. When necessary, we provide services with an outside vendor as contracted by the DOE.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

In the beginning of the school year, teachers are trained to ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. The LAC turn keys the information in staff training and also provides written description of available resources at the school-wide and city level. Teachers and other pedagogues are made aware of our language needs within the community and continue to strive to meet the needs of parents and students by continuing to train staff on policies and procedures.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

**Checklist of Notification Requirements**

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Translation service funds provided by the DOE will be used for in-house interpreters to translate at PTA meetings and parent teacher conferences or to hire an outside vendor to perform the services needed. This will allow parents to understand standardized exams, informal assessments, and to notify parent of individual student progress. All important documents are provided in translated form. They are distributed from the main office and the parent coordinator also maintains a file of these documents in her office. Parental notices will be sent in English and other target languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notice will be posted in a prominent location near the main office of the school.

**Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

At the end of formal/informal meetings with parents, pedagogues and interpreters gather feedback from parents on the quality and availability of services based on question and answer. Parents who need further clarification/interpretation are able to schedule appointments to privately discuss the content of the meetings, if necessary. At PTA and school leadership meetings, parents and educators discuss and gather feedback from parents on the quality and use of such services.