

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R060

School Name:

P.S. 060 ALICE AUSTEN

Principal:

DONNA BONANNO

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: P.S 60 School Number (DBN): 31R060
Pre K-5
Grades Served: _____
School Address: 55 Merrill Ave, Staten Island, New York 10314
718-761-3325 718-983-8534
Phone Number: _____ Fax: _____
School Contact Person: Donna Bonanno Email Address: dbonanno@schools.nyc.gov
Principal: Donna Bonanno
Diane Greco
UFT Chapter Leader: _____
Regina Solitto
Parents' Association President: _____
Stephanie Salerno
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: District 31 Superintendent: Anthony Lodico
715 Ocean Terrace, Staten Island, New York 10301
Superintendent's Office Address: _____
ALodico@schools.nyc.gov
Superintendent's Email Address: _____
718-420-5657 718-420-5677
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: District 31 Director: Kevin Moran
715 Ocean Terrace, Staten island, New York 10301
Director's Office Address: _____
KMoran@schools.nyc.gov
Director's Email Address: _____

Phone Number: 212-374-4254 Fax: _____

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 (Blue Ink)
Donna Bonanno	*Principal or Designee	
Diane Greco	*UFT Chapter Leader or Designee	
Regina Solitto	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stephanie Salerno	Teacher/UFT	
Patricia Walsh	Teacher/UFT	
Erikka Ball	Teacher/UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dara Retig	Teacher/UFT	
Allison Rose	Parent	
CiCi Arcuri	Parent	
Jeanine Canterelli	Parent	
Paula Pizzino	Parent	
Tiffany McGinley	Parent	
	Member/	
	Member/	
	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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

PS 60's Mission Statement

P.S. 60 recognizes that each child is an individual and respects their individual needs. Our school fosters a safe, caring, and supportive environment; and focuses on the social, emotional, physical, and intellectual development of each child. Student's academic success is fostered by positive relationships with peers, staff, and parents. We strive to have our parents, teachers, and community members actively involved in our students' learning.

PS 60's Vision Statement

P.S. 60 will create a safe and structured environment where students and staff, along with parents and other stakeholders come together as a community of life-long learners. Our school will foster individual differences and allow all children access to learning. We will work together to support students with authentic learning experiences.

For the 2014-2015 PS 60 was a Teacher's College Project School. The staff worked with Teacher's College staff developers to implement reading and writing units of study. The staff developers visited our school and modeled lessons for teachers. By implementing a new literacy program, teachers have aligned all of the skills and strategies in each unit of study to the Common Core learning Standards. This school year our focus was looking at student work and creating small group lessons based on student data. Teachers met once a week in their inquiry teams and looked at pre and post writing assessments. These assessments allowed teachers to revise their units and plan differentiated lessons for their class. As part of our instructional focus, teachers implemented the workshop model in all academic areas. During the school year, supervisors supported staff, students, and the community by conducting workshops and modeling lessons.

In order to implement Teacher's College, PS 60 received a grant from The Staten island Foundation. This grant allowed for teachers to go to Teacher's College for staff development. In addition, the principal attended workshops that supported administrators with the knowledge needed to nurture and support this new program.

PS 60 has diverse learners. We have a large population of special education students. PS 60 currently has the Horizon Program (8:1:1), 12:1:1 class on grades K-2 and 12:1 on grades 3-5. In addition, we have the Gifted and Talented program. To meet the needs of all these diverse learners, teachers communicate student's needs with parents and service providers on a daily basis so that all stakeholders are involved in improving student achievement.

31R060 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	922	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		50.0%	% Attendance Rate	94.1%
% Free Lunch		49.5%	% Reduced Lunch	10.6%
% Limited English Proficient		3.6%	% Students with Disabilities	24.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	4.1%
% Hispanic or Latino		25.6%	% Asian or Native Hawaiian/Pacific Islander	10.7%
% White		57.5%	% Multi-Racial	2.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.63	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
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)		0.1%	Average Teacher Absences (2013-14)	6.51
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		33.5%	Mathematics Performance at levels 3 & 4	45.3%
Science Performance at levels 3 & 4 (4th Grade)		87.1%	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			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	N/A
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	N/A
Economically Disadvantaged		YES		
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		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
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	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	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.

In an effort to improve student achievement, teachers will engage students in close reading. Teachers are participating in professional development on the subject to ensure instruction is motivating and customized. Hard and soft data reveal a need for student instruction and support in citing text evidence and identifying supporting details.

Students in grades K through 5 will increase their reading level and reading comprehension skills through close reading and higher order thinking. To achieve these goals the following will be implemented:

- Students in grades K-1 will engage in two read alouds per day focusing on front-loading advanced vocabulary words, higher order questioning techniques with partners, retelling the key events of the story and literal/inferential questions relating to key concepts of the book.
- Students in grades 2-5 will also be engaging in read alouds throughout the day focusing on the same skills as above; in addition, the students will be working on close readings of higher level fiction/non-fiction texts across all subject areas.

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.

Students in grades K-5 will increase 2 reading levels from September 2015 to June 2016 through the use of close reading and higher order thinking. These reading levels will be assessed using Teacher’s College Reading Performance Tasks and Running Records .

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>During the extended hours on Mondays and Tuesdays, teachers will collaborate with their grade to incorporate the read alouds and close reading components within the units of study that were created in reading and writing last year. They will create authentic teaching points for the purpose of explicit modeling and active engagements. Teachers will align these lessons to the Common Core State Standards. In addition, teachers will revise the selection of texts based on students reading levels.</p>	<p>Teachers and Students</p>	<p>September 2015-June 2016</p>	<p>Administrators and Teachers</p>
<p>Teachers will attend professional development focused on read alouds and higher order thinking questions.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Staff developers, Teachers, and Administrators</p>
<p>Conduct workshops for parents on different levels of questioning.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Teachers, and Administrators</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>The Staten Island Foundation grant will support teachers going to professional development. In addition, a teacher resource room has been created for teachers to borrow books needed to implement read aloud and close reading strategies.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>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.</p>
--

1. Running records will be conducted 4x a year to benchmark student's reading level.
2. Students will complete a Performance Task as a pre and post assessment before units of study.
3. Exit slips, conference notes, and other informal assessments will be conducted throughout the year .

After the 2nd running record, student progress will be evaluated during grade inquiry meetings. At this time, teachers will group their students to determine instruction and next steps. Lessons will be developed to move students through the reading and writing progression, with a major focus on close reading and questions that require higher-order thinking. Ongoing assessment will determine success and additional next steps.

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.

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.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

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.

The ultimate goal of literacy instruction is to build student comprehension, writing skills and overall skills in communication. Students need advanced levels of literacy to perform their jobs, run their households, act as citizens and conduct their personal lives. According to the Common Core Instructional Shift in ELA/Literacy, students need to read a true balance of informational and literary texts. Classrooms should be a place where students can access the world – science, social studies, the arts and literature – through text. Students must be exposed to, and read more than, 50% informational text in an attempt to integrate their knowledge and ideas across the content areas to increase their comprehension of complex text.

Through grade inquiry meetings and professional development, teachers are working collaboratively to develop and hone lessons that fully engage students in literary conversations. These discussions include citing text evidence, distinguishing major and minor details, expressing opinions, and making supporting arguments. Assessment of student advancement in this area takes place on a daily basis through observations, student discussions, performance tasks, guided reading, and running records.

Based on the 2014-2015 quality review, teachers need to engage students in rigorous instruction. Teachers will participate in a professional book club that will support them with the implementation of close reading. Teachers will plan collaboratively to create lessons that promote higher order thinking skills and questions.

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.

During the 2015-2016 school year, teachers and administrators will work collaboratively with Teacher's College facilitators and staff developers to implement the Teacher's College Reading and Writing Curriculum. By engaging in professional development teachers will collaboratively work towards developing a school-wide understanding of the literacy skills and strategies required by Teacher's College to read, write, interpret and comprehend all content material. The implementation of this goal will result in fostering a community of life-long readers and writers. By doing this students will increase their literacy skills by 2%.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Implement Teachers College literacy curriculum using teacher-created lessons/activities to provide students with more opportunities to make logical connections between texts and more opportunities to build a reading and writing life.</p>	<p>Teachers, Students, and Administrators</p>	<p>September 2015-June 2016</p>	<p>Teacher’s College Staff Developers, Teachers, and Supervisors</p>
<p>Provide support for teacher teams and PLC’s by allocating time for teachers to look at student work, analyze data, and identifying areas of concern across the grade to achieve rigor accessible to all students</p>	<p>Teachers, Students, and Administrators</p>	<p>September 2015-June 2016</p>	<p>Teacher’s College Staff Developers, Teachers, and Supervisors</p>
<p>Conduct small group, differentiated instruction for all students by looking at student work (pre/post demand writing pieces). Conduct guided reading groups based on teacher identified reading levels through Teachers College running records. Teachers look at student work to set goals and modify instruction based on student’s strengths and weaknesses</p>	<p>Teachers, Students, and Administrators</p>	<p>September 2015-June 2016</p>	<p>Teacher’s College Staff Developers, Teachers, and Supervisors</p>
<p>Strengthen community engagement and parental communication by inviting parents to publishing parties and literacy workshops. In addition, parents are provided with quarterly updates regarding Teacher’s College reading level and suggestions for improvement. Weekly parent outreach opportunities for teachers to communicate with parents.</p>	<p>Teachers, Students, and Administrators</p>	<p>September 2015-June 2016</p>	<p>Teacher’s College Staff Developers, Teachers, and Supervisors</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>The Staten Island Foundation Grant will continue to support PS 60 with the implementation of Teacher’s College. In addition, substitute teachers will be hired to cover classes when teachers attend professional development in house and at Teacher’s College. A 6th preparation period will be implemented to provide data analysis in reading, writing and math. Teachers will meet once a week and conduct inquiry looking at current student assessments. During this</p>

time teachers will identify student’s strengths and weakness. They will appropriately group students based on next steps.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

1. Ongoing checks for understanding, including performance tasks, exit slips, tiered assignments, graphic organizers, etc. will be incorporated into lesson plans and assessed for student progress. Multiple entry points (UDL) will emerge from thoughtful and purposeful planning. Additionally, teachers will consider:

- Adjustment of lessons, units and classroom assessments to address the gap between what the standards require and what students know and are able to do ;
- As per the Danielson Framework for Teaching’s Domain 1 (Planning and Preparation): lessons should include learning activities that are differentiated to allow all students to think, problem solve, inquire, and defend conjectures and opinions.

2. Cycles of assessment item analyses; conferences; exit slips; performance tasks; graphic organizers will be used to evaluate program effectiveness.

3. Performance tasks, conferences, and summative assessments will assist in evaluating program effectiveness, student progress, and next steps.

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.

Effective leaders have high expectations of their staff and students. Teachers will set goals for themselves based on their Measure Of Teacher Practice (MOTP) from the previous year. This instructional goal will be supported by administrators and will allow staff to grow and develop professionally.

Administration and teachers meet after all observations to discuss growth and next steps. These discussions are held as a means to improve pedagogical practices and student achievement. Inter-visitations and professional development are utilized to support teachers and improve their practices.

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, teachers will improve their instructional practice by moving from developing in one-two areas of their Measure Of Teacher Practice (MOTP) to effective. This will result in improving student achievement.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Principal, assistant principals and staff developers will conduct workshops based on teacher's goals. The first workshop will be conducted in the summer with the focus on read aloud and close reading	K-5 classroom teachers, Cluster teachers	July 2015-June 2016	Principal, Assistant Principal, Staff Developers
Principal and Assistant Principals will meet with teachers in the beginning of the school year and set goals based on the previous year's Measure Of Teacher Practice (MOTP).	K-5 classroom teachers, cluster teachers	September 2015-June 2016	Principal and Assistant Principal
Throughout the school year, school leaders will conduct walkthroughs (MOTP) and discuss the progress of the teacher's goals. If the teachers needs more support a PD plan will be created.	K-5 classroom teachers, cluster teachers	September 2015-June 2016	Principal and Assistant Principal
Conduct inter-visitations with teachers based on their instructional goal. This will allow a teacher to observe s demonstration lesson.	K-5 classroom teachers, cluster teachers	September 2015-June 2016	Principal and Assistant Principal

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.											
Teachers will receive professional development throughout the school year. Teachers programs will be covered when they conduct inter-visitations to other classrooms.											
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		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

Progress on professional growth will be monitored during informal and formal observations. In addition, student progress will demonstrate teacher's progress toward delivery of instruction. School leaders will look at:

- Running records
- Performance task
- Pre and Post writing assessments
- Pre and Post Math Assessments
- Conference notes
- Published writing pieces.

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.

In order for parents to support the progress of their child, they have to understand the content their child is learning. Each marking period, parents receive a letter from the school identifying their child’s reading level and skills to support them at home. For the 2015-2016, teachers will create a literacy newsletter for each unit of study in literacy. This newsletter will inform parents of the upcoming units of study and suggestions on how parents can support their child at home.

In addition to the newsletter, parent workshops are routinely offered to assist parents in supporting their child(ren) academically, socially, and emotionally. Classroom teachers deliver these workshops and 'walk' parents through what their children are experiencing each day in literacy. Parents experience and receive instruction in how close reading springboards into deep-thinking discussions and provide the means for students to improve comprehension. The expectation is that parents support classroom instruction with these same strategies at home.

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.

During the 2015-2016 school year teachers will create a literacy newsletter for parents. By doing this, parents will be able to support their child at home. This will ultimately lead to students increasing their reading and writing level by 2%. The parent newsletter will be distributed to parents and posted on the PS 60 website.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will meet on Tuesday afternoons during Family Engagement and create a literacy newsletter that outlines what students will learn in the upcoming units of study.</p>	<p>Teachers, Parents, and Students</p>	<p>September 2015-June 2016</p>	<p>Teachers and Administrators</p>
<p>The literacy newsletter will be distributed at the beginning of each unit of study.</p>	<p>Teachers, Parents, and Students</p>	<p>September 2015-June 2015</p>	<p>Teachers and Administrators</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Literacy newsletters are created, edited, and reviewed on Tuesday afternoons if time allocated for parent engagement remains.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>Parental involvement and, ultimately, student success is monitored continuously. Through parent engagement, attendance at parent workshops, and parent teacher conferences, determination of success will be evaluated. Newsletters will be revised as needed.</p>
<p>Part 5b. In February 2016, 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students reading below grade level.	Guided reading, close reading, repeated readings, reteaching, skills groups, Reading Volunteers, and A-Z Reading	Small group instruction, one-to-one	During the school day, after the school day (test prep program)
Mathematics	Students not mastering skills aligned to the Common Core Standards for that grade level.	Reteaching, use of multiple strategies/manipulatives, model drawing, small group instruction	Small group instruction	During the school day, after the school day (test prep program)
Science	In class assessments	Close reading, picture walks	small group instruction	during the school day
Social Studies	In class assessments	Close reading, document-based questioning	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher observation and evaluation	Behavioral modification, peer mediation, conflict resolution	Small group, one-to-one counseling	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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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>⇐ Through the adoption of the CCLS-aligned Teachers College and GoMath! curricula and related professional development specifically geared toward the effective implementation of these curricula in our classrooms, we have been able to support our teachers in the initial roll out of these rigorous programs, which account for the instructional shifts outlined in the citywide instructional expectations. Dozens of teachers attended professional development over the summer to beginning preparing for such, and a team of four teachers regularly attend curriculum team sessions and subsequently turnkey the important learnings at upcoming school-based staff development days.</p> <p>⇐ Scheduled teacher programs to allow for common preparation/planning periods one day per week – teachers use this time to make curricular adjustments as need and co-plan throughout the week</p> <p>⇐ Scheduled 6th preparation period for teachers to participate in inquiry work. Teachers look at pre and post assessments to meet the needs of all the students in their class.</p> <p>⇐ Staff development is: ongoing throughout the year, sometimes supported by outside consultants, conducted through the turn-keying of information from teachers here who attend PD workshops, sometimes led by the administration, aligned to the citywide instructional expectations, at times, conducted as a "learn and learn", and takes regularly throughout the year during our Monday afternoon professional learning community meetings, common planning periods during the week, and on staff development days. These staff development days include September 1, 2, November 11, February 2, May 22 and June 4 of the 2014-15 school year.</p> <p>⇐ Experienced teachers serves as a mentor to new, untenured, and inexperienced teachers</p> <p>⇐ Conduct rigorous interviews, and when possible, require demonstration lessons to ensuring the hiring of highly qualified and talented personnel</p> <p>⇐ Shared with teachers a lesson planning template that is aligned to the Danielson framework – this template includes a piece for reflection so teachers can thoughtfully ponder how best to refine their lesson for the future to better meet the needs of their students or deliver the content in more engaging manner, etc.</p>

⇐ Utilized Monday and Tuesday for professional learning community meetings/teacher team meetings where teachers engage in inquiry work and monitoring the gaps and trends in alignment with the CCLS – we are also using this time to begin “back-mapping” to plan for 2014-2015.

⇐ Teachers turn-key every Monday afternoon information they acquired from professional development.

⇐ Send numerous staff members to various professional development workshops (including network meetings, Teachers College, HMH GoMath!) with the expectation that those attending will turnkey important and relevant information to their colleagues

⇐ Conduct periodic Danielson study groups in which teachers discuss how specific components of the Danielson framework apply to their grade-level work and the curriculum

Partner with CSI – student teachers – serves to identify aspiring and potentially highly effective teachers

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).

⇐ Staff development is: ongoing throughout the year, sometimes supported by outside consultants, conducted through the turn-keying of information from teachers here who attend PD workshops, sometimes led by the administration, aligned to the citywide instructional expectations, at times, conducted as a "lunch and learn", and takes place regularly throughout the year during our Monday and Tuesday afternoons professional learning community meetings, common planning periods during the week, and on staff development days. In addition, teachers attend 25 days at Teacher’s College and Teacher’s College staff developers visit PS 60 20x for professional development.

⇐ We attempt to build capacity in our efforts in the following ways:

→ -6th preparation period inquiry meetings: look for trends in analyzing data, create areas of concern, develop lessons and group students based on need.

→ Staff developers from Teachers College work with K-2 teachers 10x and 3-5 teachers 10x in the 2015-2016 school year.

→ PLCs are led by grade leaders and focus on looking a student work, grade-wide trends

→ Allocated per session funding for an afterschool Citywide Instructional Expectations (CIE) team in which the principal, supervisors, and grade leaders meet regularly to ensure that as a school, we are focused on implementing the citywide instructional expectations, which include conducting inquiry work, gaining a deep understanding of the Danielson framework, developing/identifying uniform assessments to serve as the basis for inquiry work and data-driven instruction, and implementing/modifying curricula that is challenging for all students yet still provides ample opportunities for success

→ Supervisor sets up schedule for administration of Performance Series three times throughout the year – teachers can access data to drive their instruction

→ Teachers share best practices during PLCs relating to conferencing notes

→ Teachers are provided with data gathering templates as suggested methods of recording data from formal/informal assessments to adjust instruction and as the basis for flexible grouping/re-teaching/differentiation

← Purchased both the Teachers College Literacy curriculum and HMH GoMath! program as these curricula are fully aligned to CCLS and address the key shifts, instructional supports, and rigorous assessments demanded by the Common Core

← Through the adoption of the CCLS-aligned Teachers College and GoMath! curricula and related professional development specifically geared toward the effective implementation of these curricula in our classrooms, we have been able to support our teachers in the initial roll out of these rigorous programs, which account for the instructional shifts outlined in the citywide instructional expectations. Dozens of teachers attended professional development over the summer to beginning preparing for such, and a team of four teachers regularly attend curriculum team sessions and subsequently turnkey the important learnings at upcoming school-based staff development days.

← Scheduled teacher programs to allow for common preparation/planning one period per week – teachers use this time to make curricular adjustments as need and co-plan throughout the week

← Set the following expectations for cluster teachers in place as follows:

→ Science: Co-planning, inquiry work, identify strategies for classroom teachers to implement key components of the science curriculum into their classroom (attend on each grade level on a rotational basis)

→ Art/Technology: Co-planning, inquiry work, identify strategies for classroom teachers to infuse the arts/technology into the literacy/math curriculum (attend on each grade level on a rotational basis)

→ SETSS/ICT Prep: Co-planning, inquiry work, identify strategies for classroom teachers to support at-risk/special needs students (attend on each grade level on a rotational basis)

→ ELL: Co-planning, inquiry work, identify strategies for classroom teachers to support at-risk/ELL students (attend on each grade level on a rotational basis)

← Paraprofessionals attend faculty conferences and PLC meetings on the grade level of the child they serve

Professional development has been provided strictly for paraprofessionals on monthly basis to address promoting student independence and as a means to cultivate a sense of community and learning among our paraprofessional staff

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

1. Pre-K teachers read series of stories to students re: entering kindergarten.
2. Pre-K teachers develop both literacy and math tasks that are aligned to the CCLS. Students are assessed through the use of a rubric.
3. Pre-K teachers assess students using Work Sampling.
4. Student portfolios, assessments, and the Early Screening Inventory (ESI) are passed to kindergarten teachers.
5. Classroom discussions take place throughout May and June about what to expect as students move into kindergarten (i.e. eating lunch in the cafeteria – hot lunch, use of a lunch box – purpose of the nurses’ office, rituals and routines, etc.)
6. Students are taken on a tour of the school (nurses’ office, gym, lunch room, classrooms, main office, etc.)
7. Kindergarten teachers are “guests” in the Pre-K classrooms. Students are introduced to teachers and teachers explain what students will experience as they move into kindergarten. Q&A opportunities are available throughout the meetings.
8. Parent-child orientation takes place in June with cookies and juice. “Everything you need to know about kindergarten” is presented to parents and students. After initial presentation, students spend approximately 15 minutes getting acquainted with a kindergarten classroom.

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.

1. Teachers meet on a regular basis during common planning, PLC, or grade meetings to analyze curriculum-supplied assessments. Any needed modifications are addressed.
2. Supervisors hold grade meetings to review or address the use of assessments.
3. Citywide Instructional Team members, along with administration, have vertical conversations regarding use of assessments, rubrics, standardized scoring.
4. Core curriculum teacher members attend professional development and turnkey information during PLC.
5. PLC meetings center around analysis of assessment results, next steps, and pedagogical practices.

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 codes¹. 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 consolidated². **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 (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	346,348.00		5A, 5C, 5D, 5E
Title II, Part A	Federal	217,900.00		5A, 5C, 5D, 5E
Title III, Part A	Federal	11,200.00		5A, 5C, 5D, 5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,460,668.00		5A, 5C, 5D, 5E

¹Explanation/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.

²The **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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Parent Compact

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

I. School Responsibilities

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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>Alice Austen</u>	DBN: <u>31R060</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>33</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input 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
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</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: _

- Based on 2014 NYSESLAT scores, about 46% of our current ELLs who took the test, were proficient in at least one language modality. Out of the current ELLs tested, 13% achieved proficiency in listening; 7% achieved proficiency in speaking; 27% achieved proficiency in reading; and 40% achieved proficiency in writing. 96% of our ELLs made AMAO I targets or progress. This shows that our ELLs are currently making progress. However, these students need extra help to continue to achieve progress and achieve AMAO 2 or proficiency targets. Currently, PS 60 has two fourth grade ELLs who took the ELA last year. They both scored a level 1. Our current ELL population consists of 16 beginners, 6 intermediate and 12 advanced students. Seven students are newcomers, and two are long term ELLs. None of our students are designated as SIFE.
- PS 60 plans on using Learning A-Z, specifically, Reading A-Z, Raz Kids and Science A-Z as an after school program. This highly engaging, interactive program has an ELL-enhanced component to meet the needs of ELL students such as increased tier 2 and tier 3 vocabulary, non-fiction texts and highly visual, authentic photographs. This program correlates with the Common Core Learning Standards as well as TESOL standards.
- We are inviting all of our ELL students from grades K-5 to participate in this Title III after school program. The program will take place every Wednesday and Thursday from 2:30-3:30 beginning on January 7, 2015 and ending on Thursday, April 30, 2015 for a total of 29 sessions. Our newcomer, beginner and kindergarten students will participate in the program on Wednesdays. Our 1st – 5th grade intermediate and advanced students will participate in the program on Thursdays.
- All instruction will be in English.
- One ESL teacher, one general education teacher and one supervisor will work collaboratively each day in the program.
- For the above program, we will purchase the Reading A-Z with the enhanced ELL component license, the Raz-Kids license and the Science A-Z license for one classroom to be used exclusively for the Title III after school program. We will use a Smart Board for whole group learning and laptops for small-group, partner and individual activities. We will purchase this program with Title III funds at an approximate cost of \$330.
- In addition to Learning A-Z, we plan on incorporating the arts into our after school program. At a date to be determined in the spring, 2015, we will take our current 3rd, 4th and 5th grade ELLs and former ELLs to see Aladdin on Broadway. The students will participate in a pre-theater workshop in which they will act out a scene from the show with Disney actors. The students will also participate in two after school sessions to learn about interviewing techniques. They will have the opportunity to interview the actors after the show and possibly take a back stage tour. We plan on using Title III funds to pay for tickets and busing at a cost of \$955.
-
- One ESL teacher, one general education teacher and one supervisor will chaperone the trip. Per session will be paid using Title III funds for additional hours beyond the school schedule.
-
- In order to enhance our theater experience, we will provide an after school program that integrates the arts with all modalities of language building. We will invite all ELLs and former ELLs to participate in a Reader's Theater/Playwriting program. ELLs in grades K-2 will participate in Reader's Theater. Together, the students will discuss topics of interest and will choose various read aloud plays in order to promote fluency. As a culminating activity, we will choose a favorite read aloud play that we

Part B: Direct Instruction Supplemental Program Information

will act out in the form of a puppet show for the parents. ELLs in grades 3-5 will take this one step further. In addition to the Reader's Theater activity, they will choose a topic of interest and create their own play. They will create the characters, setting, plot and actions. As a culminating activity, they will act out their own play for their parents. The shows will take place on June 17 and June 18, respectively during the after school time.

- This program will take place on Wednesdays and Thursdays from 2:30-3:30 beginning on May 6th and ending June 18th. Children in grades K-2 will attend the program on Wednesdays and children in grades 3-5 will attend the program on Thursdays.
- All instruction will be in English.
- One ESL teacher, one art teacher and one supervisor will work collaboratively each day in this program.
- For the above program, we will purchase Reader's Theater books to be used exclusively for the Title III program, as well as art supplies to create puppets and scenery. Materials will be purchased using Title III funds.

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: _

- 17 of our teachers have current ELLs in their classrooms. An additional 6 teachers have former ELLs in their classrooms. Cluster teachers, related service providers such as the ESL teacher, speech teachers, SETSS teacher, and the guidance counselor also work with our ELLs. Currently, our ESL program utilizes a pull-out program. Therefore, it is necessary that our teachers receive professional development to help support our ELL population.
- Numerous professional development programs will take place throughout the school year for Title III teachers and other staff members who work with our ELL students.
- PS 60 began a professional collaboration with Teachers College this year. Teachers College offers professional development programs that provide specific strategies to teachers in order to teach skills and strategies in different genres. Specific strategies to help our ELLs are included in these programs. Many of our staff members will attend professional development programs at Teachers College:
 - o September 30, 2014: Two special education teachers attended Writing about Reading in Fiction and Nonfiction: Making Sure that the Writing Kids Do Propel Growth in Reading Comprehension
 - o October 10, 2014: One teacher of ELLs and another teacher attended Small Group Work in Reading and Writing: Practical and Powerful Methods for Assessment-Based Teaching Across Many Contexts
 - o October 14, 2014: Two teachers of ELLs attended Teaching Kids to be Active, Attentive Readers, Who Tackle Difficulty and Enjoy Reading
 - o October 21, 2014: One teacher of ELLs attended Support for the Transition to Upper Grades: Providing Third Graders with a Strong Foundation in Nonfiction Reading and Persuasive Writing
 - o October 29, 2014: Two general education teachers attended Close Reading and the Literary Essay: Equipping Students with the Skills They Need to Analyze and Develop Ideas About Texts, and to Write Effective Literary Essays
 - o November 5, 2014: One general education teacher will attend Who's Working the Hardest in Your Classroom? Using a Knowledge of Webb's DOK, Danielson and Questioning Techniques

Part C: Professional Development

o December 4, 2014: One general education teacher and one teacher of ELLs will attend Strategies for Readers Who Struggle (and for all your readers)

o January 21, 2015: One special education teacher will attend "The Power of Two": A Day Designed Specifically for ICT Teams in Grades 3-5

o February 10, 2015: Two general education teachers will attend ELA Testing Grades 3-5

-
• All teachers attending these workshops will turnkey the information to the other teachers on their grade during the Monday Professional Development time. In addition, Eric Hand from The Teacher's College Reading and Writing Project will come to our school to provide specific strategies to teachers in order to teach all students skills and strategies in different genres. Specific strategies to help our ELLs are included in these programs. Teachers in grades K-5 will receive full day in-school professional development on the following dates:

<u>K-2</u>	<u>3-5</u>
<u>September 24, 2014</u>	<u>September 18, 2014</u>
<u>October 29, 2014</u>	<u>September 24, 2014</u>
<u>November 5, 2014</u>	<u>January 23, 2015</u>
<u>January 7, 2015</u>	<u>January 30, 2015</u>
<u>January 14, 2015</u>	<u>February 25, 2015</u>
<u>January 21, 2015</u>	<u>March 6, 2015</u>
<u>March 3, 2015</u>	<u>May 6, 2015</u>
<u>March 10, 2015</u>	<u>May 13, 2015</u>
<u>March 17, 2015</u>	<u>May 18, 2015</u>
<u>June 2, 2015</u>	<u>June 11, 2015</u>

• Professional development from the Department of English Language Learners Learning Support Specialists (DELLSS) Video library will be given to all staff members. This will be led by our ESL teacher during two Monday professional development mandated times. Dates are yet to be determined. The topics will be Developing Deep Understanding in Mathematics Aligned with the NYC Common Core Learning Standards (K-3) featuring math consultant Grace D. Coates; and Teaching Vocabulary to English Language Learners featuring literacy expert Dr. Kate Kinsella. This PD will also help satisfy the mandatory 7.5 hours of ESL training.

• Our network, CFN 604 will also provide professional learning opportunities to members of our staff. Special Education professional development will be provided for our special education teachers and our related service providers. The dates are as follows:

o November 20, 2014: IEP Overview and Classifications.

o December 18, 2014: Learning Styles and Management Needs.

o January 22, 2015: Plops, Goals and Test Accommodations.

General education instructional professional development dates are:

o October 21, 2014 – One general education teacher and one teacher of ELLs attended Close Reading.

o November 4, 2014 – Two staff members and topics to be determined.

o January 21, 2015 – Two staff members and topics to be determined.

o February 11, 2015 – Two staff members and topics to be determined.

o March 11, 2015 – Two staff members and topics to be determined.

Teacher Effectiveness Modules professional development will be provided for one staff member who received TIPS. The dates are:

o October 29, 2014 – Danielson

o December 3, 2014 – Danielson

o February 4, 2015 – Danielson

o May 27, 2015 – Danielson

• The ESL classroom began using National Geographic's Reach program for the pull-out ELL program. The ESL teacher will attend professional development in order to utilize this program effectively. The dates are Monday, October 6, 2014 and Monday, November 3, 2014 during the

Part C: Professional Development

mandated professional development time.

- The ESL teacher will also receive targeted, specific professional development from Learning A-Z at a date to be determined. This will provide strategies and information on the Reading A-Z, Raz Kids and Science A-Z programs that we will be purchasing for our Title III after school program. The cost for this training is \$150, to be paid for with Title III funds.
- The ESL teacher also receives e-mail blasts from the DELLSS and will look for upcoming, appropriate professional development workshops to attend later this year. We are anticipating a workshop on the AMAO Tool in order for the ESL teacher to learn how to use this data more effectively.

Part D: Parental Engagement Activities

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

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

Begin description here: _

- Due to the Common Core Learning Standards and the implementation of Teacher College strategies, we are assisting parents to help their children academically at home. Our Parent Coordinator conducted a parent survey at the beginning of this school year asking what types of support they wanted from the school. As a result, parent workshops will be offered every month throughout the school year. All of the workshops are held during the school day. All parents are invited to attend. Bilingual paraprofessionals and/or outside translators will be available as indicated by parent request for all workshops. The dates are as follows:
 - o October 16, 2014: Reading Strategies, Decoding and Ways to Make Learning to Read Fun. K-2 and 3-5. Given by two classroom teachers.
 - o November 25, 2014: Math Strategies. Become Acquainted with Strategies Being Taught in School So You Can Help Your Child at Home. K-2 and 3-5. Given by our Assistant Principal.
 - o December 12, 2014: Writing Strategies. K-2 and 3-5. Given by two classroom teachers.
 - o January 20, 2015: Understanding Your Rights, Understanding Your Child's IEP and/or 504 Plan. Parents of Special Education students. Given by our IEP Teacher and Special Education Assistant Principal.
 - o February 26, 2015: What is the NYSESLAT? K-5 ELLs. Given by our ESL teacher.
 - o March 9, 2015: Testing Strategies – How to Prepare for the Statewide Tests. 3-5. Presenter to be determined.
 - o April 29, 2015: Word Games. K-2 and 3-5. Presenter to be determined.
 - o May, 2015: Lice: Symptoms, Prevention and Treatment of. K-5. Given by Lice Angels.
- PS 60 is also planning fun, exciting and engaging events for our parents and their children. The events are as follows:
 - o January 9, 2015 and May 13, 2015: ESL Parent/Child Storytelling. Parents will read stories to their child in their native language with bilingual books provided by the school. Several different books in each of our students' native languages will be purchased and made available for these events. The ESL teacher, Assistant Principal, Parent Coordinator and bilingual paraprofessionals will host this event. Refreshments will be provided through Title III funding. Title III funds will also be used to purchase bilingual books at an approximate cost of \$400.
 - o March 13, 2015: 3rd grade International Dance Festival. Each third grade class will learn a cultural dance that represents a different country. The event culminates with an international luncheon

Part D: Parental Engagement Activities

with ethnic foods provided by the parents. The third grade classroom teachers will provide this event.

o May 7 and May 14, 2015: Mother/Son Movie Night. An Assistant Principal, Parent Coordinator and classroom teachers will host this event. Grades K-2 will participate on May 7 and grades 3-5 will participate on May 14.

o June 11 and June 18, 2015: Father/Daughter Dance. An Assistant Principal, Parent Coordinator and classroom teachers will host this event. Grades 3-5 will participate on June 11 and grades K-2 will participate on June 18.

o June 12, 2015: ESL International Tea. This annual event will be hosted by the ESL teacher, Parent Coordinator and bilingual paraprofessionals. Parents will provide an ethnic dessert while the school will utilize Title III funds to provide iced tea and lemonade for everyone to share.

- All parents are notified of these events in writing and sent home in their child's backpack. These notifications are translated for those parents who requested written communication in their native language. To ensure delivery of these notices, parents are asked to sign these forms and return them back to school. All school wide events are posted on our school's website.

• In addition to written notices, all school events and important information will be posted on our school's website: www.ps60.org. On the bottom of the welcome screen is a dropdown menu of over twenty languages. The information will be translated into the parents' native language. Parents are encouraged to check the website often.

• Our Parent Coordinator also keeps parents informed of important information through her bi-weekly e-mail blasts.

• All classroom teachers provide our parents a monthly math newsletter based on our math program, Go Math. This newsletter, as requested by the parents, provides extra parental support on the strategies and techniques used to teach the various math skills that their children are learning in school.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 31	Borough Staten Island	School Number 060
School Name Alice Austen		

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 Donna Bonanno	Assistant Principal Edward Palmieri
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Norine Kaplan	School Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Rosaria Pellegrino
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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

D. Student Demographics

Total number of students in school (excluding pre-K)	861	Total number of ELLs	34	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" 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"/>

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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	8
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (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 (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	29		5	5		3	0			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
TOTAL	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
TOTAL	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): _____	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	3	4	4	4	1	1								0
Chinese	2				2									0
Russian														0
Bengali														0
Urdu														0
Arabic	1	3				1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													0
Albanian	2	2												0
Other	1		1		1									0
TOTAL	0													

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
Entering (Beginning)	1				1									0
Emerging (Low Intermediate)	1	1	2											0
Transitioning (High Intermediate)	4		2	1		1								0
Expanding (Advanced)	4	8	1	3	3	1								0
Commanding (Proficient)		3	3			1								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														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		3	5	1	1	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3				0
4	1	1			0
5	1				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	2		1			1			0
4	2								0
5	2								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		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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.

PS 60 just began our second year as a Teachers College school. Our school uses a variety of assessment tools to assess the early literacy skills of our ELLs. Grades K- 5 uses Running Records to assess reading fluency and comprehension. Grades 2-5 use Ed Performance. Based on the results of the Fall 2015 Ed Performance, 19% of ELLs scored at or above grade level for reading. 28% of our ELLs scored at or above grade level for math. 50% of these students are ELL-SWD's. All teachers are using the Teacher's College Reading and Writing Assessment. These assessments help determine fluency and comprehension levels, which result in creating individual goals for each student and monthly classroom goals. Teachers identify specific student needs through TC Assessment Pro to align instruction accordingly. Teachers use this data when they meet during inquiry time to determine their small group instruction and mini-lessons. This data also helps determine which strategies need to be modified or implemented to provide multiple entry points. The data also indicates what level students are reading. This enables teachers to meet students needs through guided reading.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSITELL and NYSESLAT will be used to determine ENL program delivery and the number of mandated minutes of ENL instruction per week. As per CR-Part 154-2, Entering ELLs are receiving a total of 360 minutes (2 units) of ENL instruction per week: 1 unit of stand alone ENL and 1 unit of Integrated ENL. Emerging students will also receive 2 units of ENL instruction: a minimum of .5 units of standalone instruction, .5 units of integrated instruction and 1 unit of either standalone or integrated instruction. Transitioning students will receive a total of 1 unit of ENL instruction: .5 unit of integrated and either .5 addition integrated or standalone instruction. Expanding students will receive a total of 1 unit of integrated ENL instruction. Commanding students will receive a total of .5 units of integrated instruction. Based on the results of the 2015 NYSESLAT and the latest NYSITELL scores, the number of students

that make up our ELL population consists of the following proficiency levels: Entering - 2, Emerging - 4, Transitioning - 8, Expanding - 20 and Commanding - 7. This data shows that 58% of our ELLs are at the Expanding level, whereby 40% of those students are in 1st grade. This reveals that of the 12 kindergarten students who took the 2015 NYSESLAT, only 1 student scored at the Emerging level. The remaining 11 or 92% of kindergarten students scored at either the Expanding or Commanding level. Among our 2nd grade students, 50% scored at either the Emerging or Transitioning level. The remaining 50% scored at the Expanding or Commanding level. In 3rd grade, 1 out of the 4 students scored at the Transitioning level. The remaining 3 scored at the Expanding level. In grade 4, our newcomer student remained at the Entering level. The remaining 4th graders scored at the Expanding level. In grade 5, 1 student scored at the Expanding level, 1 scored at the Commanding level and 1 newcomer student scored at the Transitioning level of the NYSITELL. NYSITELL results for our current kindergarten indicate that 40% scored at the Expanding level, 40% at the Transitioning level and 20% scored at the Entering/Emerging levels. The goal this year is for our current Expanding students to achieve the Commanding level on the 2016 NYSESLAT.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses the AMAO report to determine whether our ELLs achieved the targets for making progress, AMAO 1 and achieving proficiency, AMAO 2. Previously, based on the 2014-2015 proficiency levels, AMAO 1, making progress is determined by either advancing one proficiency level on the NYSESLAT from one year to the next; or making a total scale score gain of 43 points on the NYSESLAT within the same proficiency level between two test consecutive test years; or for first time NYSESLAT test takers scoring at or above the Intermediate level. However, AMAO 1 determinations based on the new 2015-16 proficiency levels have yet to be published. Therefore, the results of AMAO 1 are not available. AMAO 2 targets are based on the number of ELLs who scored Proficient (now Commanding) on the most recent NYSESLAT. PS 60 has made AMAO 2 targets with 23.3% of our ELLs achieving Commanding status. The report predicts that we will again make our targets for the 2015-16 school year with 15.6% of ELLs reaching the Commanding level and in the 2016-17 school year with 16.03% of ELLs reaching the Commanding level. AMAO 3 shows if our ELLs made AYP.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Of the 8 ELLs that were in testing grades, 2 were exempt from the ELA. Out of the remaining 6, 5 were ELL-SWD. 1 student transferred to our school this past September. 5 students scored a 1. 1 4th grade student scored a 2. All 8 ELLs took the NYS Math test. 6 students scored a 1, 1 student scored a 2. 1 student scored a 3 and took the exam in his native language. This student was a newcomer student from China and was able to read and write in his native language. All other ELLs took the exam in English since they were not able to read and write in their native languages. In this regard, the student taking the Math test in his native language fared better than the students taking the exam in English. The home language is used through bilingual dictionaries, glossaries and translated tests (if available), bilingual paraprofessionals, a bilingual library and the DoE's translation services including their vendors. Newcomers fluent in their native language are encouraged to use their first language in their writing pieces and responses.

b/c. Our school is no longer using the ELL periodic assessments.

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](#).]

In order to guide instruction for ELLs within the RtI framework, we screen all students including ELLs with our beginning year assessments, such as TC Running Records, Oral Language Proficiency Checklist, Ed Performance and Sight Word Inventories. All classroom teachers use the TCRWP assessments. The ENL teacher and classroom teachers use the NYSITELL, Spanish LAB and NYSESLAT results to indicate whether a child needs Tier 1 RtI. Other informal assessments that teachers use to identify targeted students are writing prompts, informal class assessments, conferencing, exit slips, and observations. Informal assessments help determine if there is a language acquisition issue or a learning disability issue. Other factors taken into consideration are the number of years of ENL instruction the child received, home language literacy, teacher recommendations, parent requests, student work, and if necessary, a bilingual evaluation. RtI support includes additional small group instruction with the classroom teacher and/or small group instruction with the Academic Intervention Support (AIS) teacher.

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

The ENL teacher plans lessons focusing on the Targetsof Measurement in all four language modalities. The ENL teacher also works collaboratively with corresponding classroom teachers to ensure that language acquisition and development is taken into consideration while planning. Bilingual paraprofessionals allow students to respond in their native language orally and in their writing. Bilingual dictionaries are created by the students and published bilingual dictionaries and glossaries are used by students that can read in their native language. Bilingual books are available in the various home languages in the ENL classroom and the school library. Whenever possible, students are grouped with English Proficient students who speak the same native language. If a Spanish speaking student does not pass the NYSITELL, the Spanish LAB is given within ten days of school registration. Visual illustrations and gestures are presented wherever possible. The ENL teacher provides classroom teachers with ENL checklists based on the NYSESLAT and NYSITELL data. This helps to identify their ELL's language proficiency levels in all four modalities. These checklists provide information for the classroom teacher in order to guide small group instruction. The checklists also allow teachers to generate goals based on the students' language expectations. Parent events throughout the school year provide additional Home Language support within the school environment, as well as embracing their cultural backgrounds. Such events are the International Dance Festival, International Tea and Bilingual Storytelling. Newcomer students who are fluent in reading and writing in their home language are encouraged to respond in their native language until they are capable of responding in English.

7. For dual language programs, answer the following:

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

Currently, we do not have 15 parents in two contiguous grades requesting a Bilingual or Dual Language program. However, as per Aspira Consent Decree, once we have the sufficient number of parents requesting these programs, we will contact the DoE for grant guidelines and regulations.

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

Our school evaluates the success of our ELL's based on how many students advance proficiency levels based on the NYSESLAT, show progress based on the last two years of the NYSESLAT, and achieve proficiency on the NYSESLAT. The Title III AMAO Indicator helps us analyze this data. Analyzing AMAO 1 data shows us the level of progress our ELLs have achieved and AMAO 2 data shows us the number of students who attained proficiency/commanding in all English modalities. Our school continues to achieve our AMAO 1 and AMAO 2 targets every year (see question 3 above), although AMAO 1 is not available at this time. We also evaluate the success of our ELLs based on students scores on the content area tests such as the English Language Arts exam, NYS Math test, and 4th grade Science test. Success is also measured by our students performance on their Informal On Demand writing pieces. Data from these exams and assessments enable us determine where additional help may be needed and how Title III funded supplemental programs are created. In the lower grades, success is also evaluated based on report card grades, TCRWP assessments which include running records and sight words.

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.

Upon registration, the parents are asked if their child is a first time entrant to the NYC public schools. All parents or guardians of new kindergarten students, students new to the country or students new to New York State or City Public Schools are asked to complete the Home Language Survey (HLIS). In addition, all students who reenter PS 60 after having been enrolled in a school outside of NYC and/or NYS for more than 2 years must complete the ELL identification process again, beginning with another HLIS. New students entering PS 60 after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through

the ELL Identification process again. In these cases, students will continue in the ELL status/proficiency level that was in effect at the time of discharge. If a student enters PS 60 from another NYS and/or NYC public school, we will contact the previous school in order to obtain home language designation, NYSITELL (or LAB) scores, NYSESLAT results and proficiency level, and SIFE status within 2 business days. In order to administer the HLIS and conduct the parent interview, the pupil accounting secretary will call either the ENL teacher, Mrs. Norine Kaplan, or our IEP teacher, Mrs. Rosemarie Guardi, if the parent or guardian speaks little or no English. Surveys are given in the language requested by the parent/guardian and are administered by either the ENL teacher or the IEP teacher. An informal interview will also be conducted with the child during this time. If necessary, a bilingual translator from the DoE's oral translation unit will assist with the interview. Our team of pedagogues and staff responsible for the initial screening and administering the HLIS are Norine Kaplan, licensed ENL Teacher, and our IEP teacher, Rosemarie Guardi. A more in-depth interview takes place when one question from Questions 1-4 and two questions from Questions 5-8 of the survey indicate that the student uses a language other than English. This includes reviewing available school work and if applicable, reviewing the IEP with our Language Proficiency Team (LPT). Based on the results of the Home Language Survey AND the student interview, the correct OTELE code is written on the HLIS by the licensed pedagogue and then entered into ATS. The parents' preferred language of communication is indicated on the back of the HLIS. At this time, the student will be deemed either eligible or ineligible to take the NYSITELL. The LPT will decide if a student with an IEP should take the NYSITELL by determining if the student has second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate English proficiency. The ENL teacher administers the NYSITELL to students individually or in small groups within 10 days of registration. The ENL teacher meets the students prior to testing them so that they become comfortable with the teacher. The teacher takes them to the ENL classroom or an empty classroom to administer the test. Students are identified as ELLs as scores are immediately calculated through ATS and the RLCB report. Spanish speaking students who do not pass the NYSITELL are administered the Spanish LAB during the same ten day testing window. The Spanish LAB is administered by a Spanish speaking paraprofessional in the presence of the ENL teacher. The children are tested individually in the ENL classroom. All LAB scan sheets are then scanned into ATS for immediate scoring. Students entering third grade or higher will be administered the SIFE Oral Interview Questionnaire to determine SIFE status based on the HLIS responses regarding prior schooling and if there is any indication of interrupted or inconsistent schooling.

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).

Once the student is identified as an ELL and takes the NYSITELL, the ENL teacher will refer back to the HLIS to determine whether any interrupted or inconsistent schooling had been indicated by the parent. If so and the student is a newly identified ELL within grades 3 to 5, scored at the beginner/entering or low intermediate/emerging level of proficiency, then the ENL teacher will begin the SIFE Identification Process. The ENL teacher will first administer the oral interview questionnaire. In addition, if the student's home language is either Arabic, Bengali, Chinese, Haitian Creole, or Spanish they will also be given the Literacy Evaluation for Newcomer SIFE (LENS) within 30 days of initial enrollment. Based on the findings of these evaluations, SIFE status will be determined. Should a student be identified as SIFE, this status can be modified within one year. SIFE status will be removed once the student scores at the intermediate/transitioning level or higher on the NYSESLAT.

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).

Identification of newly enrolled students with IEPs will be based on the findings of the Language Proficiency Team (LPT). The LPT members are: Edward Palmieri, Assistant Principal, Norine Kaplan, ENL Teacher, Rosemarie Guardi, IEP Teacher and the student's parent or guardian. A bilingual paraprofessional or the Translation and Interpretation Unit will provide translation in the parent's home language, if necessary. Once the HLIS is administered by the ENL teacher, the LPT will look at the child's English language development by noting the use of English at home, at school and the community; analyzing the results of the student's evaluation and assessments administered in the student's home language; and looking at information from the CSE to indicate whether the child's disability hinders English proficiency. The LPT will then determine if the student may have second language acquisition needs or whether the student's disability is the main cause affecting whether the student can demonstrate English proficiency. If the LPT determines that the student has language acquisition needs, the student will take the NYSITELL. If the LPT determines that the student does not have language acquisition needs, the student will not take the NYSITELL and this information is sent to the principal for review. If the principal rejects the LPT's recommendation to not administer the NYSITELL, then the NYSITELL, in turn, will be administered. If the principal does accept the recommendation, this information is sent to the superintendent, Mr. Anthony Lodico or his designee for a final decision. The parent and/or guardian will be notified within 3 school days of the final decision. The superintendent's decision will override all recommendations to determine NYSITELL administration. If recommended, the NYSITELL will be administered within 5 school days of the final decision. The LPT NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

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.

Once the NYSITELL forms are scanned and scores are determined through the RLCB screen in ATS, entitlement letters and non-entitlement letters are sent home with the student, within five days of testing. All forms are sent in the language requested by the parent. The entitlement forms indicate the student's score and proficiency level. A dated copy of the entitlement form is stored in the ENL teacher's white compliance binder, along with copies of the HLIS, continued entitlement letters and placement letters. Copies of the non-entitlement form are placed in the student's cumulative folder. A checklist is used and placed in the white binder to ensure that letters were sent home to all students.

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).

Parents will be informed at the time of NYSITELL testing and/or during parent orientation that they may request to have their child re-identified as an ELL or non-ELL within 45 days enrollment. They will also be instructed on the steps in the process. This will be communicated in the parents' preferred languages. A written request must come from the student's parent or guardian, the student's teacher or from the the student 18 years or older. If the NYCDOE produces updated letters and brochures explaining this process, they will be distributed along with the other parent notification letters.

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.

As our ELLs are identified, several notification letters go home to the parents including the ELL Parent Brochure which explains the 3 program choices. They are sent home in the students' native languages or the preferred language as indicated by the parent on the Home Language Survey. These letters are sent home within 5 days of being identified as ELLs. All parents are invited to a Parent Orientation meeting via a letter home in the students' backpack, a posting on our school's website and a global phone message. The meeting is given by the ENL teacher, Mrs. Norine Kaplan and our Parent Coordinator, Mrs. Rosaria Pellegrino. Bilingual paraprofessionals attend as well if needed. All 3 program choices will be explained in a power point presentation and by viewing the Parent Orientation video in their native languages. The orientation meeting will be held within 10 school calendar days of the student's enrollment or reenrollment. If a parent cannot attend a meeting, we will reschedule it at a mutually convenient date during a Tuesday parent outreach time. Should our school meet the mandated requirements of open a TBE/DL program, we will contact the DELLSS for implementation guidelines. Parents requesting these programs on their surveys will be notified in writing and via our school website. We will invite parents to a meeting to describe the program and how it will be implemented in our school. All parents are informed via the Entitlement letter and at the Parent Orientation meeting that if a parent survey is not returned, then the TBE program is the default placement.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Parent Survey and Program Selection form are sent home with the student along with the other parent notification forms, after the student is identified as an ELL. All forms are sent in the language requested by the parent. These forms are sent home within 5 schools days of being identified as ELLs. The ENL teacher, Mrs. Norine Kaplan, is responsible for distributing, collecting and tracking the surveys. Parents are asked to bring the form with them in order to complete them at the Parent Orientation meeting. The parent orientation meeting will take place within 10 school days of enrollment or reenrollment. Additional surveys and selection forms will be available at the meeting. The Parent Survey and Program Selection forms are also available during parent/teacher conferences and at the annual individual parent meetings if they had not been returned at that point. There is continuous follow up by the ENL Teacher and Parent Coordinator when forms are not returned. Original copies of the Parent Survey and Program Selection forms are stored in the student's cumulative record folder. An additional copy is stored in the ENL teacher's white HLIS binder, along with copies of the HLIS, entitlement letters, continued entitlement letters and placement letters. Initial parent choice is entered into the ELPC screen in ATS by the ENL teacher. Any subsequent changes to parent choice will be made on the BNDC screen. All changes will be recorded in the ENL white compliance binder. The ENL teacher keeps a checklist of all parent notification letters and monitors parent program choice in the white binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Should any Parent Survey and Program Selection forms not be returned, as per CR-Part 154.2, the default program will be bilingual education. This will be recorded on the Notifications Checklist in order to be monitored by the ENL teacher, Mrs. Norine Kaplan. Once the form is returned, the parent's choice will be updated in the BNDC screen in ATS. As per the Aspira Consent Decree, once we receive 15 or more ELL students who speak the same language in one or two contiguous grades either by parent choice or default, we will open a bilingual class and/or a Dual Language class. All collected surveys are copied. The originals go into the students cumulative folders and the copies are kept in the ENL teacher's white binder. For surveys not returned, the ENL teacher will use the Tuesday Parent Outreach time to call parents to schedule another parent orientation meeting to complete the survey at school. All surveys are distributed to parents in their preferred language as indicated on the HLIS.

9. Describe how your school ensures that placement parent notification letters are distributed.

As our ELLs are identified, several notification letters go home to the parents including the placement notification letter. They are sent home in the students' native languages or the preferred language as indicated by the parent on the Home Language Survey. These letters are sent home within 5 days of being identified as ELLs. A copy of this letter is stored in the ENL teacher's white compliance binder, along with copies of the HLIS, entitlement letters, continued entitlement letters and Parent Survey and Program Selection form. During the parent orientation meeting, parent/teacher conferences and annual individual parent meeting, the ENL teacher will review all notification forms to ensure that the parent received them.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL-related original documents are kept in the student's cumulative folders. Copies are kept in the ENL teacher's white compliance binder. The binder is kept in the ENL teacher's classroom which is accessible to all pertinent staff members. The documents include the HLIS, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter, Continued Entitlement Letter, Non-entitlement Letter and the LPT NYSITELL Determination Form.

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.

All ELLs are annually assessed using the NYSESLAT every spring by the ENL teacher and if necessary, additional pedagogues trained in NYSESLAT administration procedures. The NYSESLAT is administered in four parts: Speaking; Day 1 Listening, Reading and Writing; Day 2 Listening, Reading and Writing; and Day 3 Listening, Reading and Writing. To ensure that all ELLs are assessed, the RLER report is generated on ATS. This report is cross-referenced with the ENL teacher's list of current students. A checklist is created to indicate the dates that all students were tested on all parts of the NYSESLAT. The ENL teacher, Mrs. Kaplan, is responsible for administering the test under the supervision of the testing coordinator, Ms. Doreen Seaman. A trained pedagogue will score the students' responses of the speaking portion of the NYSESLAT as the ENL teacher administers it to each student individually. The speaking portion is administered first beginning in mid-April, as per the New York State testing window. Days 1, 2 and 3 are then scheduled during the NYSESLAT Listening, Reading and Writing test window. The students take each test in small groups within the same grade band and are proctored by the ENL teacher and/or a trained pedagogue. Grades K, 1 and 2 are given the test in 3 consecutive days, then grades 3, 4 and 5 are given the test in 3 consecutive days within the testing window. Absent children will take a make-up test at a later date within the testing window. All tests are given in the ENL teacher's classroom. All testing security procedures are in place for the entire test administration window. Classroom teachers are notified of the testing schedule in advance to ensure that there are no conflicts. Letters go home to ELL parents in their preferred languages notifying them of the test schedule and they are also informed about the NYSESLAT at our Parent Orientation meetings. Every March, we invite parents to learn more about the NYSESLAT at a parent workshop, titled, "What is the NYSESLAT?" given by the ENL teacher. The dates for the tests are also listed on our school's website and on our school calendar.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

During the first two days of the new school year, the ENL teacher will generate the RLAT report on ATS. This report will indicate the students proficiency levels or which students have achieved proficiency on the previous school year's NYSESLAT. Students who remain ELLs will receive continued entitlement letters to bring home. Students who achieved a commanding level on the NYSESLAT, or current 4th and 5th grade students who received a 3 or 4 on the ELA and scored at the Expanding/Advanced level of the NYSESLAT will receive a transitional support letter to bring home. All letters are sent home within the first 5 days of school in the parents' preferred languages. All returned signed copies are kept on file in the ENL teacher's white 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).

Upon review of the Parent Survey and Program Selection forms for the past few years, we can see that the trend in program choice is the Freestanding ENL program as chosen by the majority of parents. For the current school year, we had 10 new ELLs. 9 parents chose ENL and 1 parent chose TBE. For the 2014-2015 school year, we had 20 new ELLs admitted. 18 parents requested ESL. Out of a total of 34 students, as of June, 2015, 27 parents or 79% requested Freestanding ENL. 5 parents, or 15% requested a bilingual program, 1 parent requested a Dual Language program, and 1 parent did not return the form, which defaulted to the bilingual program.

As of October, 2015, the ENL program model aligns with the majority or 85% of our parent requests. The ENL program does not align with the remaining 15% of our parent requests because at this time, we do not have 15 parents in two contiguous grades requesting a TBE/Dual Language program. As per the Aspira Consent Decree, in the event that there are 15 requests for a TBE/DL program within two contiguous grades for the same language, the DoE will be contacted for program and grant information to open these classes in our school. Those parents requesting Transitional Bilingual Education or Dual Language chose to have their children remain at their home school and placed in the ENL program. Should any parent request that their child be transferred to another school that offers either a bilingual program or Dual Language program, we will email the DELLSS to begin coordinating the transfer.

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]).

- a. Freestanding ENL program.

Integrated and standalone ENL are implemented as best as our staffing allows in order to meet the CR Part 154.2 mandates.

- All kindergarten students receive heterogeneous, standalone ENL instruction. All transitioning and expanding students receive 180 minutes or 1 unit of heterogeneous ENL instruction. Entering and emerging students receive an additional 1 unit or 180 minutes of standalone, heterogeneous, ungraded instruction.
- 1st and 2nd grade transitioning, expanding and commanding students receive integrated, heterogeneous ENL instruction. Commanding students receive 90 minutes or ½ unit of ENL, whereas transitioning and expanding students receive 1 unit of ENL. Our emerging students receive an additional unit of standalone, heterogeneous, ungraded ENL instruction. All 1st grade students receive integrated instruction in their current classroom. 2 2nd grade students are brought into another 2nd grade classroom for integrated instruction.
- 3rd and 4th grade transitioning and expanding students receive 1 unit of integrated, homogeneous ENL instruction. 2 3rd grade students are brought into another 3rd grade classroom. 2 4th grade students are brought into another 4th grade classroom for ENL instruction. 1 entering 4th grade student receives an additional unit of heterogeneous, ungraded, standalone ENL instruction.
- 1 5th grade commanding student receives ½ unit of homogeneous, integrated ENL instruction. Our 5th grade transitioning and expanding students receive ½ unit of homogeneous, integrated ENL instruction and ½ unit of heterogeneous, ungraded, standalone ENL instruction. 2 5th grade students are brought into another 5th grade classroom for integrated instruction.
- All standalone ENL instruction is given in the ENL teacher's classroom.

- b. TBE program. *If applicable.*

Currently, we do not have 15 parents in two contiguous grades requesting a Bilingual or Dual Language program. However, as per Aspira Consent Decree, once we have the sufficient number of parents requesting these programs, we will contact the DoE for grant guidelines and regulations.

c. DL program. *If applicable.*

Currently, we do not have 15 parents in two contiguous grades requesting a Bilingual or Dual Language program. However, as per Aspira Consent Decree, once we have the sufficient number of parents requesting these programs, we will contact the DoE for grant guidelines and regulations.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our school ensures that the mandated number of instructional minutes are provided according to the proficiency levels of the students by following the CR Part 154-2 requirements. EN and EM students receive 360 minutes of ENL instruction through the content areas of literacy, math, social studies and science. TR and EX students receive 180 minutes of ENL instruction through the content areas. CM and former ELLs within the last 2 school years receive 90 minutes of ENL instruction through the content areas. All General education ELLs were placed in the same classroom by grade in order to accommodate integrated ELL support.

Home Language Arts support is delivered through our bilingual paras, translation dictionaries and native language libraries. Wherever possible, students are paired with other students speaking the same native language. Content is age/grade/culturally appropriate. Our book of the month for each month this year focuses on tolerance and the ability to accept others despite our similarities and differences.

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.

Our school's ENL program encompasses an academic discipline designed to allow students to acquire English language proficiencies, and meet Common Core Learning Standards. Students receive all instruction in English, with Native Language support. Our ENL program tailors the needs of our ELL students and promotes academic rigor through the implementation of differentiated instruction and scaffolding techniques. The students are seen by a licensed NYC ENL teacher. Mandated Stand-Alone ENL instructional time is delivered in a print-rich and inviting classroom. The classroom provides evidence of rigorous instruction with student work prominently displayed as well as word walls, charts, maps and posters. In addition to the ENL instructional materials and resources, content area instruction will also include a variety of strategies to make content comprehensible for all ELL students. Cengage/National Geographic's REACH Program provides an engaging, interactive program for ELLs that are aligned to the CCLS. Scaffolds are embedded in the program to help move each student to higher level, independent learning. Continental Press' Journey Into Reading, Pearson's TOPS and Award Reading are also used in the ENL classroom as supplemental learning resources. Learning A-Z with the enhanced ELL component is another engaging resource providing high interest reading materials leveled to the student's ability with an emphasis on vocabulary development.

ELA instruction in the general education classes is provided by TCRWP. Instructional implications for ELLs will include the level of text complexity, explicit vocabulary mini-lessons, repetitiveness of texts and supplemental lessons about the English language. Our school also uses Foundations for grades K-3 and Words Their Way for grades 4 and 5. Math instruction is provided by Go Math! for all students. Go Math! incorporates various ELL strategies and tips within the program. Our social studies and science curriculums follow the NYS Scope and Sequence, incorporating the Common Core Learning Standards. Harcourt Science New York City edition is used for all students in all grades. ELL strategies and scaffolding techniques are embedded within this program.

Instructional approaches include the use of ENL methodologies such as, QTEL strategies, TPR methods, Lilly Wong Fillmore's Deconstructing Sentences which provide additional support with comprehensible background and vocabulary. A leveled library is maintained to promote instructional and independent reading based on the student's running records. Native language libraries, bilingual paras and translation dictionaries support ELLs in their native languages. Upper grade students who can read and write in their native language are encouraged to use their native language for oral and/or written responses. In the ENL classroom, children are also encouraged to share their culture, special holidays and family experiences. This provides a springboard for various reading and writing activities which is also aligned with the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Throughout the school year, as newly registered Spanish speaking students are identified as ELLs, they are given the Spanish LAB. ELLs are appropriately evaluated in their native language through the use of translated tests (if available), the use of translators or bilingual dictionaries.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by a variety of formal and informal assessments, and observations. Every spring, the NYSESLAT provides a formal assessment on all four modalities for all ELLs in grades K-5. The New York State ELA provides a formal assessment in reading and writing for students in grades 3-5 which is given every spring. K-2 teachers have been assessing speaking by using an Oral Language Proficiency Checklist. Partner talk and small group work is observed throughout the year. All students including ELLs are evaluated in reading comprehension using Ed Performance assessments twice a year. TC Running Records are conducted in September, November, January, March and June. Student writing is assessed using TC writing rubrics and students reflect on their own writing. Conferences, observations and teacher created assessments will also be used to monitor progress in language acquisition.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. At present, we do not have any students identified as SIFE. However, should a SIFE student enroll in our school (after the SIFE identification process is completed), their needs will be addressed through more individualized instruction, visual materials, scaffolding strategies and peer grouping with students speaking the same language. We will research for any available SIFE grants. A SIFE library has been established in our school library with a variety of content area books including social studies and science.

b. Differentiated instruction will be adapted to address the newcomers. Newcomers will receive more small group instruction utilizing more visual/aural strategies, realia and meaningful context. If possible, newcomers will be paired with an advanced or English proficient student who speaks the same native language. Cengage/National Geographic's Reach Program will offer a variety of fiction and non-fiction texts, graphic organizers, interactive language/vocabulary activities, sight word mini-books and other valuable resources to increase our newcomers language acquisition. Technological interactive activities such as Award Reading, Discovery Education, Starfall and other educational websites will be utilized. Identified second graders receive AIS small group instruction in reading and writing. Newcomers in grades K-5, along with all current and former ELLs will be invited to participate in our Title III after-school programs to further increase language and content area skills.

c. 4-6 year ELLs will continue to receive rigorous instruction in all language modalities as described above. Data from the NYSESLAT, ELA, State Math Tests as well as other formal assessments are analyzed to determine small group and differentiated instruction for these students. The trend in the last few years show that writing is an area of weakness for our 4-6 year ELLs. Writing will be a focal point in ENL instruction as well as in the General Ed classroom. The ENL teacher will work individually with the students to continue working on writing pieces. Graphic organizers, repeated readings of selected texts, repetitiveness of new vocabulary and small group work will be used. Dr. Lily Wong Fillmore's Deconstructing Sentences will be a useful strategy to help our 4-6 year ELLs take apart complex sentences to comprehend their meaning.

d. Currently, we do not have long-term ELLs. However, previous trends show that most long-term ELLs are proficient in oral language but are still struggling in reading and writing. Strategies described for 4-6 year ELLs will continue to be used. More metacognitive tasks, and anticipatory guides will be used in reading and writing activities.

e. Former ELLs will continue to receive 90 minutes of integrated ENL for two years after they exit the ENL program using ENL methodologies, strategies and small group instruction. They will continue to receive ELL test modifications on all standardized tests for two years after testing proficient on the NYSESLAT. All former ELLs are also invited and encouraged to participate in our Title III after school programs which focus on reading, writing and preparing for the State tests.

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.

For students re-identified as ELLs or former ELLs, the school will ensure that there were no adverse affects of the re-identification. Within 6-12 months of the re-identification, the principal will review the re-identification process by consulting with qualified staff members, the student and the parent/guardian. As per the ELL Policy and Reference Guide, if the principal and qualified personnel in consultation with the parent feels that the student had been adversely affected by the original decision, the principal will provide additional support services as mandated by CR-Part 154-2.3(i) and reverse the original recommendation.

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?

All ELLs use the same ELA program, TCRWP, and Math program, GoMath! as the general education students. Foundations is used in the lower grades and Words Their Way is used in the upper grades. These programs provide differentiated strategies for ELLs and ELL-SWDs and focus on grammar, phonics and vocabulary. Scaffolded instruction strategies are included as well by providing additional graphic organizers, and close reading of text to gain comprehension. Teachers of ELL-SWDs will provide more modeling, clarification through questioning and draw upon prior experiences to help gain understanding. ELL-SWDs assigned alternate placement paraprofessionals as per their IEPs get additional one-on-one guidance. Visuals and interactive media also help in the progression of language development and help engage our ELL-SWDs. All classrooms have access to laptops and iPads. Various language programs and apps are used to help accelerate English language proficiency such as BrainPop, ABC Magic, FunBrain, Flashcards and Picture Dictionaries.

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?

Our ELL-SWD's are re-evaluated according to their IEPs. Once the re-evaluation is complete, the School Based Support Team meets to discuss the best and least-restrictive environment for the student. The team reviews each student and determination of an ICT or self-contained recommendation is case specific. Typically, students who are less than two years below grade level and are capable of receiving remediation will be placed into an ICT class. The bilingual evaluation, medical and neurological diagnoses as well as level of deficiency determine where the child will be placed. A collaborative team of classroom teachers, special ed teachers, and service providers meet in the beginning of the school year to work out a flexible schedule in order for the students to receive all IEP mandated services. Copies of all schedules are available should any necessary schedule changes occur. As per the Special Education Reform, ELL-SWDs who are meeting or exceeding their IEP goals or meeting or exceeding standards in a particular content area, will be mainstreamed into a general education class during that content area instruction time.

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> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher 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> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> 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> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

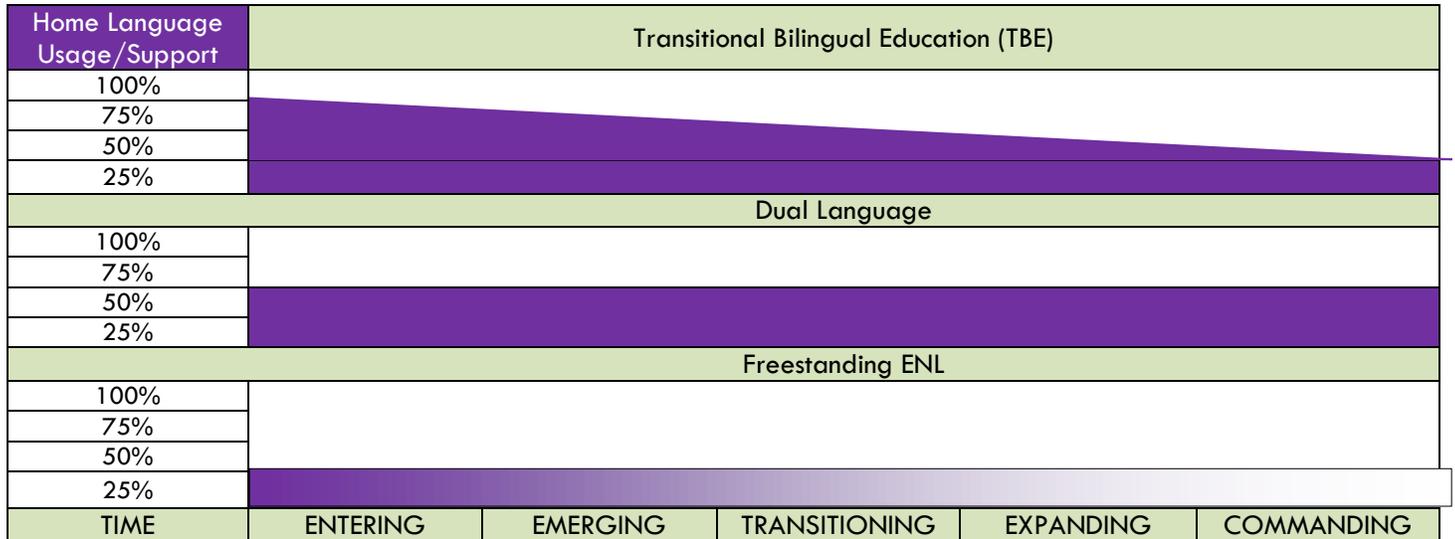


*Note “other approved services” does not apply to New York City at this time.

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.

Our ultimate goal is to increase proficiency levels for all of our ELLs. All content areas will apply differentiated instruction through scaffolding, bridging and modeling for all ELL subgroups. Articulation between the ENL teacher, classroom teacher and cluster teachers will target the needs of the student. During the Monday, Professional Development time, the ENL teacher will work with the classroom teachers on planning, looking at student work and RtI strategies for the ELLs. Targeted intervention services for ELA, Science and Social Studies include close reading groups, multiple entry points using a variety of questioning techniques, use of prior knowledge and prior experiences, sentence frames for writing, Foundations, and Lily Wong Fillmore's Deconstructing Sentences. The GoMath! program also provides multiple entry points for learning with various strategies to solve a math problem. Title III supplemental programs will also provide small group instruction in ELA, math problem solving and science for all ELL subgroups. All instruction will be in English with bilingual word cards, dictionaries and pictures. Academic Intervention Services (AIS) will be recommended for Developing ELLs who may require more support in reading and writing. ELL-SWD's will receive additional services such as Speech, OT and PT as per their IEP's.

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

In the 2014-15 school year, we began the TCRWP in our school. As mentioned in Part 3, question 4a, most of our ELLs scored a Level 1 on the ELA. However, as mentioned in Part 3, question 2, 23% of our ELLs are at the commanding level and 58% are at the Expanding level. This data reveals that we made our AMAO 2 target. This shows that as the NYSESLAT evolved to align with CCLS, 81% of our ELLs either showed proficiency or progress in regards to language development. This shows a 35% change over the previous NYSESLAT scores in which we used ReadyGen as our reading program. Teachers are given a checklist of their ELL students based on the NYSESLAT modality scores. These checklists provide teachers insight into their students' language capabilities and can set goals for further progress within the content areas. The ENL teacher also works collaboratively with the classroom teacher to provide integrated ENL instruction. All content areas generate language development through modeling, scaffolding, technology and incorporating all language modalities into each lesson, engagement group work. Turn and talk fosters listening and speaking skills in all content areas. Hands on science experiments provide authentic experiences which increase academic vocabulary. Math lessons are designed to promote various strategies which includes working with partners to achieve solutions. The Go Math program incorporates language acceleration through word problems and multiple strategies. This program also provides video tutorials and visual support which also fosters language development. Math games are planned several times a week which encourages students to speak and listen while learning through play to solve math problems. Our social studies curriculum includes authentic materials such as documents and replicas for students to see first-hand. These items encourage Tier 3 vocabulary, which based on our test data, is used to help increase our upper grade ELLs academic vocabulary. Technology is used in the social studies curriculum to show reenactments and videos of historic events. This provides another entry point for academic vocabulary and comprehension for ELL language development.

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

We will use Learning A-Z with the enhanced ELL component for our Title III supplemental program, National Geographic Reach for grades K-2 standalone ENL instruction, and identified second grade students will receive AIS instruction. These programs are excellent resources for their rich vocabulary and engaging, interactive content. The Reach program provides culturally appropriate academic content and topics that are easily identifiable to ELLs such as families, communities, plants, animals, schools and needs/wants.

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

We are no longer using Rigby's On Our Way to English since it not Common Core aligned.

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

All ELLs are given equal access to all school programs. We invite all of our ELLs and former ELLs in grades K-5 through written notification to participate in our Title III after school programs to further their language skills and increase vocabulary. This program will be offered on Fridays beginning in January and ending in the middle of June. Throughout the year, we offer all students including our ELLs after school enrichment programs in which they can participate in various extracurricular activities such as cooking, art, dance, the Mighty Milers Club, and kickball. All 3rd-5th grade ELLs will participate in the Disney Outreach Program in the spring. Disney teaching artists will provide a pre-theater workshop in which the students learn about theater and acting. On

March 16, 2016, we will attend The Lion King on Broadway and have an opportunity to meet and interview the actors. For all of these supplemental programs, letters inviting the students are sent home and posted on our school's website. All written notification is sent in the parents' preferred languages.

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.

P.S. 60 implements a variety of programs and materials for grades K-5, including small-group instruction for ELLs. TCRWP is used for all students for ELA instruction. GoMath! is used for all students for Math instruction. Both programs include supports for ELLs including scaffolding strategies and multiple entry points. Our Art program follows the Blue Print for the Arts. P.S. 60's ELL instructional plan aligns to the Common Core Learning Standards. The major skill areas of listening, speaking, reading and writing and critical areas in thinking are focused upon. There is an emphasis on the concepts of cross-cultural/multi-cultural understanding and responsibility. ENL also prepares our ELLs to understand and use English in various contexts. Social and academic English instruction is provided through the use of ENL methodologies and scaffolding. Cengage/National Geographic's Reach program for grades K-1 provides active learning using rich fiction and non-fiction texts in all content areas. The Reach program provides culturally diverse academic content that supports our ELLs diverse backgrounds. Award Reading developed by The Sunshine Group, provides a highly interactive and engaging reading program that integrates technology across all content areas. Students will use laptops, texts and authentic materials to develop language and comprehension skills. Newcomers, year 4-6 ELLs and special education ELLs alike all receive this instruction. Pearson's TOPS program will provide additional support in grammar and vocabulary development for our newcomers and developing ELLs. In ENL, we use Continental Press' Journey into Reading for grades 3-5 which provides non-fiction articles in content areas such as social studies and science. This program provides additional vocabulary and comprehension skills designed to help struggling readers and ELLs and is targeted towards the State tests. EPS' Making Connections is also used as a supplemental, scaffolded instructional program. This program also uses non-fiction text to teach various reading and writing skills. In ENL, lessons are created based on engaging, rich, quality texts to increase vocabulary, language and reading comprehension. To supplement the ENL program, additional materials include visual language cards, electronic reading cards, poems, short stories, big books, bilingual books in various languages, bilingual dictionaries and multi-cultural books. All of our regular classrooms utilize SmartBoards for all content areas providing visually and aurally stimulating interactive lessons and activities. All teachers have access to iPads and laptops to further technological and interactive learning. Other technology infused programs include Learning A-Z, online bilingual dictionaries and games, LeapFrog systems and read aloud interactive books.

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

In order to support the students' various native languages, bilingual and native language books are available in the school library and the ENL classroom. Bilingual paraprofessionals are available to provide additional support. Those students who can read and/or write in their native language are encouraged to do so until they become more comfortable in reading and writing in English. Our bilingual para will assist in translating the students' writing pieces in order to be assessed. Accommodations will also be made to partner the student with another student who speaks the same language.

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

All required services and resources do support and correspond to ELLs ages and grade levels. ELLs are grouped at their grade level with one classroom teacher to enable integrated ENL service. For any standalone ENL services, ELLs will be grouped by grade with no more than a two-grade span per group. The ENL teacher scaffolds and differentiates for individual learners using rigorous, grade-level texts. All ELLs are expected to demonstrate grade-level content-area learning at their proficiency level. All programs are designed to meet grade level Common Core learning standards. Age appropriate material is available as low-level/high interest texts, especially with the Reach and Learning A-Z interactive programs.

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).

To assist newly enrolled ELL students before the beginning of the school year, our Parent Coordinator, Mrs. Pellegrino, provides a parent orientation for all incoming Kindergarten students every June. This meeting provides parents and students an opportunity to visit classrooms and meet classroom teachers, providers, the Guidance Counselor and the ENL teacher. As new ELLs enroll throughout the year, the ENL Teacher and Parent Coordinator offer Parent Orientation meetings to the parents. If class size allows, we try to place the new ELL in a class with other children who speak the same language. Throughout the year, new eligible ELL

students are identified through the HLIS, and are administered the NYSITELL within 10 days of registration. If eligible, based on the scores, the new ELL is placed in an appropriate grade-level group in the ENL program.

19. What language electives are offered to ELLs?

At this time, we do not offer any language electives to ELLs other than English.

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)?

Currently, we do not have 15 parents in two contiguous grades requesting a Bilingual or Dual Language program. However, as per Aspira Consent Decree, once we have the sufficient number of parents requesting these programs, we will contact the DoE for grant guidelines and regulations.

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.)
During Monday and Tuesday professional development, teachers will be participating in book clubs focusing on higher level questions and discussion. In addition, teachers will engage in 10 professional development visits from Teacher's College staff developers. Also, teachers will be able to go Teacher's College and attend in house workshops based on best teaching practices in ELA.
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?
ELL teachers attend workshops from the district. These workshops support new initiatives and mandates that ELL teachers have to follow in order to serve ELL students. In addition, teachers attend PD that is turn keyed from other teachers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We provide a middle school orientation here at PS 60. Feeder schools also provide an orientation for our fifth grade students. We also send two student ambassadors to go to the middle school and share their experiences with the rest of the fifth grade. School staff also attend these events to report back to other staff members and students.

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 school meets the required professional development hours by conducting in house professional development from Teacher's College and sending teachers to Teacher's College. Each time a teacher attends professional development, agendas and attendance are kept in a binder.

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?

In addition to parent-teacher conferences, quarterly meetings, and initial parent orientations, parents will be invited to participate individually with their child for an annual meeting to address 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. Pertinent staff will be invited to attend these individual parent meetings with the ENL teacher. Qualified interpreters/translators will be available or the services of the Interpretation/Translation unit will be utilized, if needed. For parents who cannot attend, efforts will be made to have them participate in a phone conference. These meetings may take place on the 40 minute Tuesdays dedicated to parental involvement activities.

QUESTION 2 BELOW: All conferences, in school and by phone as well as any outreach with ELL parents will be recorded in ILOG on ATS. Hard copies will be kept in the ENL teacher's Parent Communication Log.

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.

Paste response here:

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

Parent workshops will be provided throughout the year. A strong connection between the school and all of our parents including our ELL parents keeps them informed about our school programs and provide ways to nurture their child's learning at home. The Parent Coordinator addresses our parents' needs through constant written and oral communication. The Parent Coordinator will host meetings throughout the year to foster the parent/school connection. Parent orientations will take place periodically to inform parents about the ESL curriculum, standards, assessments and expectations. The Department of Education's Translation Unit will continue to provide written translation services so that parents will be notified of school information and events in their native languages. Our PS 60 website also contains school information. The website offers a drop down menu of 71 different languages for parents to choose in order to translate the information. Parents can e-mail teachers through this website as well. Title III funds will be utilized for parent events throughout the year, including our annual ESL International Tea and Bilingual Storytelling events. These exciting event brings the parents, students and teachers together to celebrate the cultural diversity in our school. All parents are also invited to attend all monthly PTA meetings, attend Open School week, meet with teachers during individual Parent meetings and at Parent Teacher Conferences. Bilingual paras are available at all parent functions. All parents are invited to attend all workshops. The workshop dates and topics are as follows:

- September 17, 2015: Curriculum Night
- September 21, 22 and 25: Meet and Greet/Parent Information Workshops
- September 25, 2015: ENL Parent Orientation Meeting
- October 20, 2015: Reading Strategies Workshops
- November 5, 2015: 5th Grade Middle School Informational Session
- November 17, 2015: Writing Strategies Workshops
- November 19, 2015: Writing Celebration Events in the Classrooms
- January 19, 2016: Special Education Workshop
- February 24, 2016: NYSESLAT Parent Workshop
- March 22, 2016: ELA and Math Test Strategies Workshop
- May, 2016: Cornell University Physical Education/Nutrition Workshop
- June, 2016: Summer Reading Workshop

All ELL parents are also invited to attend all parent and student engagement events. The dates are as follows:

- October 18, 2015: Breast Cancer Walk
- October 30, 2015: March of Dimes Wonderwalk
- December 18, 2015: ENL Bilingual Storytelling
- February 9, 2016: Mother/Daughter Craft Night
- March, 2016: Science Fair Showcase
- March, 2016: Cake and Coffee with Roe (Parent Coordinator event)

- May, 2016: Mother/Son Movie Night (K-2)
- May, 2016: Mother/Son Movie Night (3-5)
- May 12, 2016: Art and Science Show
- May 18, 2016: International Dance and Food Festival
- May, 2016: 5th Grade Extravaganza
- June, 2016: Father/Daughter Dance (K-2)
- June, 2016: Father/Daughter Dance (3-5)
- June 13, 2016: Dance Festival
- June 16, 2016: ENL International Tea

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our school is currently partnering with the JCC of Staten Island in order to provide adult ESL classes for our ELL parents. Through the DoE, we are informing parents of free evening classes at the Saint George School in Staten Island. These classes provide Basic Education, ESOL, and High School Equivalency help.

5. How do you evaluate the needs of the parents?

In order to evaluate the needs of our parents, the Parent Coordinator asks all parents to complete a parent workshop survey during the Meet and Greet workshop in the beginning of each school year. The surveys ask the parents to indicate personal preferences of workshops they would like our school to provide and the convenient times to attend them. After each workshop, the parents are asked to provide feedback to determine if that particular workshop helped them and what other concerns they may have. The Parent Coordinator is always available to take phone calls from parents and/or meet with them to discuss their concerns. If necessary, our bilingual paraprofessionals and/or the DoE's oral translation unit assist with phone calls and parent meetings. Parents are also encouraged to bring an English speaking relative or friend to assist in translation. All information on our website can be sent home if there is no internet access at home. Our global connect phone system is in place. Our principal, Mrs. Donna Bonanno informs parents of school events and important dates in her weekly Friday evening phone messages. The ENL teacher has established an e-mail account on the school website in order to maintain communication with the parents. Parents are also part of our Leadership Team where they are free to address parents needs and concerns.

6. How do your parental involvement activities address the needs of the parents?

In the beginning of the school year, the Parent Coordinator holds a meeting to discuss parental concerns. Based on the discussions and parent surveys, the majority of parents indicated the need for various workshops and strategies. Workshops are then scheduled throughout the year based on the parents requests. Dates and workshop topics as requested by the parents are listed in question 3 above. Due to ELL parents requesting adult ESL classes, we have partnered with the JCC, who in turn has provided information regarding these classes. Many ELL parents have also asked for recommendations on additional websites and resources that they can use with their child at home, which we gladly provide. The ENL teacher keeps a folder of parent resources which are distributed at parent teacher conferences and at the Parent Orientation meetings.

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.

School Name: AI

School DBN: 31R060

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)
Donna Bonanno	Principal		10/30/15
Edward Palmieri	Assistant Principal		10/30/15
Rosaria Pellegrino	Parent Coordinator		10/30/15
Norine Kaplan	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		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: **31R060** School Name: **Alice Austen**
Superintendent: **Mr. A. Lodico**

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) 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

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.

Upon registration, parents of first time entrants to PS 60 indicate their preferred method of oral and written communication. This information is inputted into ATS through the QADM screen. This information is also written on our student emergency cards and indicated on Part III of the HLIS. We also have Language Identification Posters and guides posted throughout our school building.

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.

According to the RAPL report on ATS, most parents indicated English as their preferred language. Other languages preferred are Spanish, Chinese, Albanian, Arabic, Urdu, Italian, Polish, Korean and Russian.

Part B: Creating a Communications Calendar

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.)

Every year, all ELL parent notification forms are sent home in the parent's preferred languages. Title III programs are also translated. All pertinent school information such as parent teacher conference dates, calendar of events, testing dates, parent workshops and after-school programs are available on our school's website. The website includes a drop down menu allowing parents to choose from over 70 languages in which to translate the information.

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.

PS 60's curriculum night was held on September 17, 2015. Parent-teacher conferences will be held on November 5, 2015 and March 3, 2016. Our 4th parent night will be a student led conference and Art Night scheduled for May 12, 2016. All IEP meetings will take place throughout the year as reevaluations occur. Parents of all current ELL students will also have individualized meetings with the ENL teacher beginning in the spring, 2016. Other informal conferences may take place throughout the year between teachers, providers, the guidance counselor and our school based support team.

Part C: Providing Language Assistance Services

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.

Written translation services will be provided in a few ways. We will continue to use the DOE's in-house Translation and Interpretation Unit to translate written notices that are prepared in advance to parents. These notices will be prepared at least 3 weeks in advance to allow for turn around time and ensure timely distribution to the students. We will also use their website for translated templates of important notices such as report cards, holidays and parent teacher conference forms. For last-minute notices not available on the DoE website, online text-translation services such as Microsoft Word's Translation or Google Translate will be used by the school staff. These translations will then be proof-read by our bilingual paraprofessionals for accuracy.

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.

Oral interpretation services will also be provided in a number of ways. We will continue to use the DOE's in-house over-the-phone service provided by the Translation and Interpretation Unit. For most of our oral interpretation needs, we will have our bilingual paraprofessionals either attend parent/teacher meetings or assist the teacher in phone calls home. For interpretation services such as native language exam proctoring, we will contact outside DoE contracted vendors such as The Big Word. We also encourage our parents to bring an English-speaking friend or relative to school meetings. Regarding IEP meetings or parent/teacher meetings, appointments are scheduled in advance to allow time to secure on-site interpreters.

Part D: Training Staff on Policies and Procedures

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.)

The LAC/ENL teacher provides information regarding the available Translation and Interpretation services with all staff members via email and staff/team meetings.

Part E: Providing Notice of Language Assistance Services

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

All of the above notification requirements are posted at the security test, main office, parent coordinator's office, ENL teacher's classroom and throughout the building. Our school will fulfill parental notification requirements by providing written and oral communication in the parent's preferred language by utilizing the services mentioned above.

Part F: Monitoring and Quality Control

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

In order to gather feedback from parents, our parent coordinator conducts surveys, holds parent workshops and communicates with parents on the quality and availability of services our school provides.