



WILLIAM T. SAMPSON SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 20K160
ADDRESS: 5105 FORT HAMILTON PARKWAY BROOKLYN 11219
TELEPHONE: 718-438-0337
FAX: 718-871-7920

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 20K160 SCHOOL NAME: William T. Sampson

SCHOOL ADDRESS: 5105 Fort Hamilton Parkway Brooklyn, NY 11219

SCHOOL TELEPHONE: 718-438-0337 FAX: 718-871-7920

SCHOOL CONTACT PERSON: Margaret M. Russo EMAIL ADDRESS: mrusso@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Margaret M. Russo

PRINCIPAL: Margaret M. Russo

UFT CHAPTER LEADER: Kontessa Drossos

PARENTS' ASSOCIATION PRESIDENT: Kelly Ashmore

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 20 SSO NAME: ESO CFN # 11

SSO NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Margaret M. Russo	*Principal or Designee	
Kontessa Drossos	*UFT Chapter Chairperson or Designee	
Kelly Ashmore	*PA/PTA President or Designated Co-President	
Michelle Liu	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/a	Student Representative <i>(optional for elementary and middle schools)</i>	
N/A	CBO Representative, if applicable	
Victoria Groccia	Member/ Teacher	
Neelam Ng	Member/ Teacher	
Miriam Quiles	Member/ Teacher	
Janeth Reyes	Member/ Parent	
Lourdes Roman	Member/ Parent	
Maria Sparacio	Member/ Teacher	
Kristen Wells	Member/ Teacher	
Julie Zhang	Member/ Parent	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Vision: Our school is a community of learners who are committed to helping each child reach their personal best. Our educators seek opportunities to grow in their craft and share best practices. We recognize and value the contribution of our parents/guardians as fellow educators of their children. Our ongoing conversations are centered on our belief that every individual has the fundamental right to a quality education based on rigorous academics infused with the arts and an understanding of citizenship and community service.

Mission: All children at P.S. 160 will grow and learn with the help of our parents, teachers and school community. Together we will work hard to achieve the standards, celebrate each individual and create a caring environment for life long learning.

P. S. 160K is a Pre-Kindergarten through Grade 5 School located in the Borough Park section of Brooklyn. Our population is approximately 847 students, of these, 529 (sixty-six percent) have been identified as mandated English Language Learners. Ninety percent of our students speak a language other than English at home. There are twenty-four languages spoken by the families of P.S. 160. The cultures represented in the school are visible within the surrounding community and celebrated by our staff and students. Our staff works tirelessly to advocate for families, giving them opportunities for authentic participation in their child's school life.

There are eight English as Second Language (E.S.L.) certified teachers servicing 505 students in grades Kindergarten through Grade 5, one Chinese Bilingual certified teacher servicing twenty-four students in kindergarten, one Special Education certified teacher servicing seven children in a second grade self-contained 12:1:1 and two teachers co-teaching in a Collaborative Team Teaching kindergarten. A pedagogical staff of 49 full time teachers supports instruction in Grades Pre-Kindergarten through 5. In addition to the regular classroom teachers, there are cluster teachers who provide instruction in the areas of Music, Visual Art, Drama, Science, and Technology. Pull-out/push-in services are provided by teachers in the areas of E.S.L., Literacy, Reading Recovery, Guidance, Speech and Early Reading Intervention in Classrooms (E.R.I.C.). E.R.I.C services are available for First and Second Grade students who have demonstrated a need for additional instruction in reading. Three part-time teachers and two Para-professionals provide at-risk intervention services. Two Reading Recovery teachers service Grade 1 at-risk students and two Special Education Teachers instruct forty-nine SETSS students in either an I.E.P. mandated or at-risk format. Forty-five children have IEP mandates. Other support personnel include 1.2 speech, part time

vision and hearing teachers, occupational and physical therapists. To allow for continuity of instruction, the school is committed to the “Class Teacher” or Looping Model.

We are especially proud of our extracurricular programs at P.S. 160K which include the following clubs: Agriculture, Art, Band, Cheerleading, Computer, Dance, Environmental, Glee, History, Honor Guard, Karate, Literature Circle, Math Enrichment, Music Memory, Mythology, School Newspaper, Strategic Thinking and Chess, Student Council and Theater. Additionally, we have after school literacy, and ESL instruction as well as Saturday Literacy classes for English Language Learners and Math classes.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. 160 William T. Sampson			
District:	20	DBN #:	20K160	School BEDS Code #: 332000010160

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	36	36	36		95.9	96.0	96.4		
Kindergarten	133	131	133						
Grade 1	126	138	151	Student Stability: % of Enrollment					
Grade 2	125	120	145	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	124	113	129		92.2	92.9	90.5		
Grade 4	116	113	129						
Grade 5	127	106	112	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		94.9	82.4	85.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		0	10	19		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	787	777	824		31	29	63		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	0	7	7	Principal Suspensions	0	5	3		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	0		
Number all others	39	37	35						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	25	26	29	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	381	414	463	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	46	56	56
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	6	9
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	3	1
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	98.2	100.0
American Indian or Alaska Native	0.1	0.0	0.0	Percent more than two years teaching in this school	76.1	66.1	64.3
Black or African American	2.8	2.3	2.3	Percent more than five years teaching anywhere	54.3	60.7	58.9
Hispanic or Latino	19.8	20.0	19.9				
Asian or Native Hawaiian/Other Pacific Isl.	66.2	67.3	69.2	Percent Masters Degree or higher	93.0	86.0	80.0
White	11.0	10.4	8.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	73.4	96.9	100.0
Multi-racial	0.0	0.0	0.0				
Male	52.5	51.6	50.6				
Female	47.5	48.4	49.4				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:	IGS		ELA:	
	Math:	IGS		Math:	
	Science:	IGS		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	-	-	-			
Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√	-			
Multiracial						
Other Groups						
Students with Disabilities	-	-	-			
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	6	4	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	79	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	19	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	46.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Analyses of assessment resources indicate the following highlights of P.S. 160's strengths, accomplishments and challenges. We specifically identified student performance trends in the areas of literacy, mathematics and English as a Second Language instruction. As a result of this careful analysis we have been able to identify accomplishments within our program and challenges to our continuous improvement.

P.S. 160 utilize an extensive variety of measures of student achievement including New York State Assessments, New York City Interim Assessments, Fountas & Pinnell Benchmark Assessments and Testing Fundamentals Assessments. We make effective use of detailed tracking systems including Monitoring for Results for reading as well as high quality rubrics within our writing curriculum. Our focus has been on sharing knowledge of assessment data systems with our AIS and ESL providers to further effective planning and instruction. Our staff pays close attention to the progress and performance data of those students who are struggling, including those who need extra support because they are English Language Learners or special education students. These students make progress because we have created a comprehensive program of academic intervention services that are targeted to meet students' specific areas of weakness. Services are provided to individual students based on teacher observation and pre intervention assessments and the students' response to intervention is evaluated to determine if continuation is warranted, or if changes in services need to be made. This type of differentiation is given before, during and after school and is especially evident in our 37.5 minute program where great care was taken to limit the number of participants to those who most greatly need small group instruction.

A review of available ELA data was conducted and discrepancies were found across Fountas and Pinnell reading levels and various standardized test results. An item analysis of the NYS ELA, ELA Predictive and Testing Fundamental Pre-test revealed low student progress in the area of determining importance and inferring information from text. Additionally, our many English Language Learners have difficulty comprehending the text due to a limited vocabulary. The Assessment Team agreed to formulate a document which integrates all available student data in order to have a more comprehensive picture of individual student progress. Professional Development will be conducted for teachers on the development and delivery of differentiated instruction to meet student needs.

Thematic units of study will be created to support vocabulary development for English Language Learners.

A review and analysis of math data, including the NYS Math Assessment, ITAs, Predictive and Everyday Math Units of Study showed a weakness in the measuring strand, particularly displaying and interpreting graphs, across all assessments for students in grades four and five.

The staff of P.S. 160 recognizes the usefulness of the assessment data they generate as well as the impact this knowledge has in the quality of their instruction and on the progress of every student. Although we have been successful in differentiating instruction for our students at risk of not meeting the standards, we find a need to improve our differentiation of instruction on a daily basis in the classroom. This was reported as an area for improvement in the spring 2009 Mock Quality Review.

The School Leadership Team has identified family involvement as an area in need of improvement. Long work hours of parents/guardians as well as the inability to speak English have contributed to this lack of involvement. We have an extensive translation system in place but many families still chose not to participate. We need to survey families to identify programs that will encourage them to take an active role in the school community.

The most significant barriers to the school's continuous improvement are our large class size, severe overcrowding, lack of space to open more instructional rooms, and our need for classroom teachers to understand their English Language Learners levels of language development and the impact this has on student performance.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal One: Literacy

80% of targeted students in grades 3, 4, and 5 will show 10% improvement in the area of determining importance as demonstrated on the Testing Fundamentals post test when compared with the Testing Fundamentals Pre-Test.

Goal Two - Mathematics

There will be a 2% increase in grade 4 and 5 students mastering the measurement strand, specifically displaying and interpreting data on graphs, on the spring 2010 New York State Mathematics Assessment.

Goal Three: English as a Second Language

All kindergarten, grade one and grade two teachers will have created and implemented thematic units of study by June 2010.

Goal Four – Instructional Practice

By June 2010, 70% of teachers will demonstrate expertise and effective utilization of formative and summative data to plan differentiate classroom instruction as measured by completion of monthly class instructional planning documents.

Goal Five – Parent Involvement

By June 2010 there will be an increase by 10% in the number of parents/ guardians participating in authentic opportunities to be knowledgeable of and participate in their child's education as measured by number of parents/ guardians attending monthly Parent-Teacher Association meetings, monthly parent workshops and monthly family activities.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>80% of targeted students in grades 3, 4, and 5 will show 10% improvement in the area of determining importance as demonstrated on the Testing Fundamentals post test when compared with the Testing Fundamentals Pre-Test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Focus students include students in grade three, four and five testing above standard, on standard and below standard. Actions/ strategies will include instruction from AIS providers, small group instruction by classroom teachers and specific strategic instruction during mini lessons. Classroom teachers, AIS providers, ESL Teachers and the literacy coach will be responsible for instruction. Literacy coach, administrators, and educational consultants will provide professional development on strategies to be utilized.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Development: Brienza’s Academic Advantage and Literacy Support Systems (\$14,948.00 Title 1 and \$5000.00 TL One Time Allocation). Substitute Teachers: 227 Days (\$38,167.00 Title 1). Literacy Coach: (\$95,417.00 Contracts for Excellence C4E).</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Results of one Predicative Assessment (1/21/10) and two ITA Assessments (11/12/09 and 3/11/10) will be analyzed at grade level meetings.

Fountas and Pinnell data and teacher conference notes will provide indicators of progress.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English as a Second Language

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>After conducting the school needs assessment, the SLT found the percent of students mandated for English Second Language (ESL) services increased 22% over three years. Research was conducted and thematic units of study were an indicator for increasing vocabulary and building background knowledge for English Language Learners (ELLs). By June 2010, all kindergarten, grade one and grade two teachers will have created and implemented thematic units of study based on the New York City Social Studies Scope and Sequence.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Classroom and ESL teachers will form grade level collaborative learning communities and will meet one day per month. Professional development will be provided by coaches/ AIS providers, administration, grade leaders, ESL teachers and educational consultants, including but not limited to, Brienza Academic Advantage. Brienza Academic Advantage and other educational consultants will provide workshops on thematic study and one-to-one modeling and coaching.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional Development: Brienza’s Academic Advantage and Literacy Support Systems (\$14,948.00 Title 1 and \$5000.00 TL One Time Allocation). Substitute Teachers: 227 Days (\$38,167.00 Title 1). Literacy Coach: (\$95,417.00 Contracts for Excellence C4E).</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Progress on unit completion will be reviewed at monthly grade conferences. A checklist of evidence of the thematic unit will be completed by the SLT for each class for each unit of study. Teacher plans and teaching points will emphasize thematic study. Curriculum mapping across themes will be ongoing and completed by June 2010 for kindergarten, grade one and grade two resulting in a complete curriculum binder for each class.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Instructional Practice

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 70% of teachers will demonstrate expertise and effective utilization of formative and summative data to plan differentiate classroom instruction as measured by completion of monthly class instructional planning documents.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Collaborative Communities of Learning will be formed at grade level meetings. Professional development will be provided by Literacy coach, Brienza’s Academic Advantage and Literacy Support Systems. Teachers will be provided one professional development per month in addition to grade conference.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Curriculum and Staff Development: Brienza’s Academic Advantage and Literacy Support Systems (\$14,948.00 Title 1 and \$5000.00 TL One Time Allocation). Substitute Teachers: 227 Days (\$38,167.00 Title 1). Literacy Coach: (\$95,417.00 Contracts for Excellence C4E).</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Planning documents will be collected and reviewed monthly during grade meetings. Monthly conferences will focus on ability to plan from different data sources. Teachers will complete a pre and post reflection tool on using data effectively to plan instruction.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Family Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 to increase by 10% the number of parents/ guardians participating in authentic opportunities to be knowledgeable of and participate in their child’s education as measured by monthly attendance at Parent-Teacher Association meetings, monthly parent workshops and monthly family activities.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Parents/ guardians will be invited to participate in school activities a minimum of twelve times this year in addition to PTA meetings and Parent Teacher conferences. School newsletter will be published four times this year informing parents of school events. School website will be updated monthly by out technology coordinators to include calendar of events and educational resources. Events will include, but not be limited to, Family Math Nights, Multicultural Celebrations, Movie Night, School Performances, Publishing Parties, Family Read days, Newcomer Parent Support Classes and educational website classes. Parent coordinator will create a distribution list of email addresses of our families.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I SWP Parent Involvement allocation will be utilized to support family events and celebrations including per session, instructional materials and family incentives.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Indicators of interim progress will include an increase in participation as evidenced by sign in sheets from family events, monthly agendas, and copies of the newsletters. The Parent Coordinator will report a month by month comparison for family participation for the '08-'09 and '09-10 school years to the SLT.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	7	0	0	2
1	33	0	N/A	N/A	13	0	0	0
2	35	0	N/A	N/A	18	0	2	0
3	42	0	N/A	N/A	12	0	2	5
4	37	40	7	28	8	1	3	0
5	41	53	20	42	10	0	2	4
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Small group instruction – During the Instructional Day: Focus on Fluency, Foundations, Leveled Literacy Intervention(LLI), ERIC during Small group instruction – Before School/After school/ Saturday Literacy Plus English as a Second Language One-to-One instruction – During the School Day Wilson Great Leaps, Reading Recovery</p>
Mathematics:	<p>Small group instruction during school day. Math Plus - Saturday Strategic Thinking and Chess Club – Before the school day.</p>
Science:	<p>Environmental Club –small group work – before, during and after school</p>
Social Studies:	<p>History Club – after school Mythology Club – after school</p>
At-risk Services Provided by the Guidance Counselor:	<p>Small group and large group counseling sessions to initiate and reinforce social skills such as getting along, sharing, conflict resolution, Child Abuse Prevention Program (CAPP) and character education.</p>
At-risk Services Provided by the School Psychologist:	<p>One to One Counseling, classroom observations, intervention, family conferences, parent workshops</p>

At-risk Services Provided by the Social Worker:	Classroom observation, intervention and individual counseling, family conferences and referral to outside agencies, parent workshops.
At-risk Health-related Services:	Open Airways Asthma Program Health Counseling – whole class and individual Follow up on students with 504s

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

**William T. Sampson
Public School 160
Language Acquisition Policy
2009-2010**

I. School ELL Profile

Language Allocation Policy Team Composition

SSO/District:	CFN 11	School:	Public School 160K William T. Sampson
Principal:	Margaret Russo	Assistant Principals:	Kathryn Ryan Anderson Margaret Hamdan
Literacy Coach:	Vicki Rogers	Math Coach:	Kontessa Drossos
Teacher/ESL Coordinator:	Miriam Quiles	Network Leader:	Altagracia Santana

A. Demographics and School Profile:

Public School 160K is an elementary school which is part of District 20, located in the Borough Park section of Brooklyn, New York. The total student enrollment at P.S. 160K is approximately 845 students encompassing Pre-Kindergarten through Grade 5. Of those students, 529 have been identified as English language Learners (ELL), 65% of the total student enrollment. The ELL population is increasing as evidenced by the School Report Card. Our ELL population has increased steadily from 34.2% in 2003 to 65% in the 2009-2010 school year. P.S. 160's ELL students attained English Proficiency of 10% on the NYSESLAT administered in spring 2009. Presently there is one Universal Pre-Kindergarten class consisting of 36 students attending two half day sessions. The 31 additional classes include one Chinese Bilingual Kindergarten consisting of 24 students, 4 monolingual Kindergartens, 6 First Grades, 7 Second Grades, 5 Third Grades, 4 Fourth Grades and 4 Fifth Grades. In addition to our Self Contained Special Education class in Grade Two, a Collaborative Team Teaching Kindergarten Class was opened this year. The average class size of students in Grades Kindergarten through Grade 5 are as follows: Kgn/25, Grade 1 /25, Grade 2 /25, Grade 3 /30, Grades 4 /33 and in Grade 5/35. These class size numbers continue to increase particularly for the ELL population. The classes at P.S. 160K are grouped heterogeneously in Grades K through 5. To allow for continuity of instruction, the school is committed to the "Class Teacher" or Looping model.

Demographic and enrollment data of the Annual School Report indicates that ELL pupils are becoming a larger proportion of the student population of P.S.160K thereby expanding the need for certified ESL and Bilingual teachers. P.S. 160K has one Transitional Bilingual Cantonese Program in Kindergarten and a Push- In/Pull-Out ESL Program encompassing Kindergarten through Grade 5 students. Students served in a Push-In/Pull-Out ESL model receive the mandated periods designated under CR Pt. 154. ELL students scoring at the Beginning or Intermediate Proficiency Level on the NYSESLAT/LABR receive 360 minutes per week. Students scoring at the Advanced Proficiency Level receive 180 minutes per week. P.S. 160K does not have a Self-Contained ESL Class.

About 90 percent of the total school population speaks a language other than English at home. In the 2008-2009 school year over 60 students were recent immigrants in comparison to 2007-2008 in which the number of recent immigrants was 29. This number continued to grow throughout the school year. This significant increase in the number of recent immigrants impacts the ELL population. The languages spoken include, but are not limited to, Mandarin, Cantonese, Fukinese, Fuchow, Spanish, Urdu, Arabic, Albanian, Polish, Russian, Bengali, Gujarati, Vietnamese, Hindi, Uzbek, Filipino and Kannada. The various cultures represented in the school are visible within the surrounding community as evidenced by local businesses, houses of worship, newspapers, and community based organizations. In 2008-2009 ELL students have met the Annual Yearly Progress (AYP) in the areas of English Language Arts, Math and Science. Additionally, our yearly progress report demonstrates ELLs have shown exemplary proficiency gains by 30% in ELA and 18.1% in Math.

P.S. 160K employs the America's Choice model of instruction of Balanced Literacy. The America's Choice Program implements a standards based model of instruction. P.S. 160K continues its collaboration with America's Choice and has been designated as an America's Choice Demonstration Site. The Monitoring for Results program is used to monitor academic progress for all students including ELLs. This program identifies students in need of further assistance in the areas of reading and writing. ELL students progress is also monitored in the area of math using various assessment tools such as Interim Assessments, class assessments and NYS Math test results. This information is then used to provide additional assistance such as Academic Intervention Services (AIS), Afterschool/Saturday Program or a Math Enrichment Program such as the Math Club for those students above level.

As stake holders in the education of students at P.S. 160K, we offer the following data as crucial to the Language Acquisition Policy (LAP) of the ESL and Bilingual programs: the training of ESL, Bilingual and mainstream classroom teachers and the monitoring of ESL and Bilingual programs to ensure federal and state compliance under the No Child Left Behind regulations. Research based practices are the cornerstone of ESL and Bilingual Instruction. The growth of our ELL population has led to planning and preparation of curriculum designed to meet their needs.

Sixty five percent of the student population at P.S. 160 has been identified as ELLs. Of the 809 students enrolled at Public School 160, a total of 529 students in Grades K-5 have been identified as ELLs based on the results of the LABR/NYSESLAT exams. These students are currently being served by eight certified ESL teachers in a push in/pull out ESL program. In addition, we have one Bilingual Chinese (Cantonese) class consisting of 24 students services by a certified Bilingual Chinese teacher. In the TBE program, instruction is provided in Cantonese with intensive support in English. The required ESL/ELA/NLA time allotments are taken into consideration. Instruction is provided in two languages; Cantonese and English and is based on the student's level of language proficiency and academic proficiency in each. Our school currently holds two Self Contained Special Education classes, a Grade 2 12:1 Special Education class and a Kindergarten CTT Self Contained Class. Each of these classes has ELL students whose Individualized Education Plan (IEP) indicates ESL services. There are 6 students receiving such services by a certified ESL teacher in the Grade 2 12:1 Special Education class and 5 students in the CTT Self Contained Class. Both Special Education ELLs are serviced using the Push In model of instruction. Of these 809 students, 65% have been identified as ELLs. This total reflects an increase in the number of ELLs of 6% from last year. An increase in staff was necessary to meet the required mandates indicated under CR Pt. 154 guidelines.

Part II: ELL Identification Process

First time entrants into a New York City Public School system are provided a Home Language Identification Survey form to be completed by the parent during registration. A certified ESL or Bilingual teacher assists the parent in the completion of the Home Language Identification Survey form and conducts an oral interview with both the parent and the student to determine language dominance. Translators are provided when necessary. Once the initial screening has been completed and it has been determined that the student may be a potential ELL student, the LABR is administered by a certified ESL or Bilingual teacher within ten days of enrollment. After a student has been identified as an ELL, services are provided based on parental choice via the Parent Selection Forms.

Once a student has been identified as an ELL, entitlement letters are sent to their parents with information regarding the Parent Orientation meeting. These entitlement letters are sent along with a Parent Survey and Program Selection form as well as an ELL Parent Brochure in the appropriate translated version with an explanation of these programs. Copies of such letters are kept on file as proof that these letters were sent. Parent Survey and Program Selection forms are collected during the orientation session. The Parent Orientation meeting is conducted to provide parents with information regarding all program choices available. (Transitional Bilingual, Dual Language Bilingual Program and Freestanding ESL Program) This meeting is held within ten days of enrollment. ELL Parent brochures in the native language are provided and parents are afforded the opportunity to view an informational video of such programs available. Parents are encouraged to ask questions and translators are available to ensure that parents have a clear understanding of each program. This allows parents to make an informed decision and select a program of their choice to best meet the needs of their children. Upon completion, these Parent Survey and Program Selection forms are collected and reviewed for program placement. Students are placed in the appropriate programs based on parental choice. In the event that there are not 15 or more ELLs in the same language and a bilingual class cannot be formed within the school, parents are informed of other schools available within the district that may have their program of choice. If the parent so chooses to reject the transfer, these students are provided ESL services. This information is also provided during the parent orientation sessions.

Parent Orientation meetings are held on an ongoing basis as we have a number of new admits entering our school throughout the school year. Many of these new entrants are eligible for services. In order to ensure that all Parent Survey and Program Selection forms are received, phone conferences and individual sessions are also held for those parents who are unable to attend any of the Parent Orientation meetings offered. Information regarding all programs available is provided during these sessions as well. Contact logs are maintained for our records. Original Parent Survey and Selection forms are placed in the cumulative records and copies are kept on file. Those students whose parents do not return the Parent Survey and Selection forms are counted as bilingual. Bilingual classes are formed when there are 15 or more ELLs of the same language in a grade or two contiguous grades for those ELL students whose parents chose a bilingual program or did not return the parent selection form.

Parents are invited to attend a Parent Orientation Meeting where they have the opportunity to view the informational video of programs available and are provided with the appropriate translated version of materials explaining these programs. The parents are then encouraged to ask questions and select a program of their choice to best meet the needs of their children. Parents are also made aware of appropriate programs available within the district. As a result of the Parent Survey Selection Forms, the trend reflects that most parents request that their children be placed in an ESL program rather than a Bilingual Program. 92% of the parents of the students identified as ELLs chose English as a Second Language Placement. The programs provided at P.S. 160 are in alignment with parental request. Of the remaining 8%, parents of ELL students in contiguous grades have not selected a Bilingual Bridge class as their program of choice. These statistics exclude students who may be entitled to attend the Kindergarten Chinese Bilingual Class as per parental choice.

In the spring, all students identified as ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). This test is used to measure the level of language proficiency within the four modalities; speaking, listening, reading and writing. The results of this state exam are used to determine continued eligibility for services in the upcoming school year. Academic progress of those students who attain proficiency level on the NYSESLAT are monitored and additional support services provided as needed.

ELL DEMOGRAPHICS

Number of ELL students by Grade and Language

A total of 529 students in Grades K-5 have been identified as ELLs based on the results of the LAB-R/NYSESLAT exams. Of these students, 505 are currently being serviced by eight certified English as Second Language (ESL) teachers. In addition, we have one Bilingual Chinese Self Contained Class consisting of 24 students with a certified Bilingual Chinese teacher. P.S. 160K does not have a Dual Language Class at this time. Approximately 90% of the students at P.S.160 speak another language at home. The following table identifies the number of ELL students serviced by language and grade:

LANGUAGES OF ELLS IN ESL PROGRAM

Language	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Arabic	0	2	2	3	1	2
Spanish	16	15	20	9	5	9
Chinese	44	77	78	79	56	48
Russian	1	2	1	0	1	0
Bengali	0	0	2	1	0	0
Urdu	2	3	3	1	2	0
Gujarati	0	0	1	0	0	0
Hungarian	0	0	1	0	0	0
Uzbek	1	0	1	0	0	0
Polish	4	2	1	1	1	2
Filipino	0	0	0	2	0	0
Hindi	2	0	0	0	1	0
Total	70	101	110	96	67	61

LANGUAGES OF ELLS IN TBE PROGRAM

Language	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Arabic	0	0	0	0	0	0
Spanish	0	0	0	0	0	0
Chinese	24	0	0	0	0	0
Russian	0	0	0	0	0	0
Bengali	0	0	0	0	0	0
Urdu	0	0	0	0	0	0
Gujarati	0	0	0	0	0	0
Hungarian	0	0	0	0	0	0
Uzbek	0	0	0	0	0	0
Polish	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hindi	0	0	0	0	0	0
Total	24	0	0	0	0	0

ELLs BY SUBGROUPS 2009-2010

SUBGROUPS	ELLs (0-3 years)			ELLs (4-6)			Long-Term ELLs (completed 6 years)		
	ALL	SIFE	SPEC. ED	ALL	SIFE	SPEC ED	ALL	SIFE	SPEC ED
TBE	24	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0
ESL	443	3	11	59	0	0	3	0	0
Total	467	3	11	59	0	0	3	0	0

PROGRAMMING AND SCHEDULING INFORMATION

FREE STANDING ESL

A. Describe the Model/ Meeting Mandates

P.S. 160K implements the New York City Comprehensive Approaches in Balanced Literacy and Mathematics. As stated above, classes at P.S. 160K are heterogeneously grouped. Included in this grouping are 16-20 ELL students with language proficiency levels ranging from beginning to advanced to help facilitate the “Push-In/Pull-Out ” Model of Instruction in order to meet the mandated number of minutes of instruction required under the CR Pt. 154 guidelines. All ELL students in grades kindergarten through grade three receive eight fifty minute periods of ESL instruction utilizing a push-in model. However, to meet the requirements of the mandated minutes to beginner and intermediate students, a pull-out model is used as well in grades 4 and 5. ELL students were clustered in groups of fifteen to twenty students within the mainstream classes in order to provide services using the “Push-In” model. The Pull-Out model of instruction is used to service Beginner and Intermediate level students range in group size from seventeen to twenty six students. This Blended Model is implemented to ensure that all ELL students receive the New York State mandated ESL/ELA allotted 180/360 minute block of instructional time based on language proficiency. All students scoring at the Beginner and Intermediate Proficiency Level students are receiving their mandated 360 minutes per week. Likewise, all students scoring at the Advanced Proficiency Level are receiving their mandated units of 180 minutes per week. Native Language instruction is provided by bilingual staff whenever possible to facilitate native language transference. Bilingual materials such as bilingual picture cards, glossaries, dictionaries and text are made available to students. Bilingual literature is available in classroom library so that ELL students have access to text in their native language. These materials are embedded in daily ESL instruction.

B. Planning

Teachers at P.S.160K hold positive attitudes toward having ELL students in their classes as evidenced by the time they dedicate to the planning for these students and the interest in learning how to integrate ESL Methodologies in their classroom instruction. Together with the ESL teachers, classroom teachers meet on a monthly basis during grade conferences. In addition, common preps are built into the Push-In/Pull-Out Program as much as possible to allow planning time for teachers to meet. ESL teachers attend professional development sessions along with their cooperating teachers so they may be able to plan effectively.

C. ESL Strategies in the Content Area

Content area instruction is conducted across the grades in a push -in model of instruction. ELL students are provided with various opportunities in different classroom formats such as individual, small group or whole class instruction. Effective ESL methodology and strategies are infused in content area instruction to enable ELL students to access prior knowledge, learn content material and communicate ideas by using various modes of presentation such as gestures, oral, visual aids and other graphics as well as text. Segments of the (SIOP) model, Cognitive Academic Language Learning Approach (CALLA), QTEL, visual aides, leveled books, culturally diverse materials and graphic organizers are used to infuse ESL strategies in the content areas. Push- n periods during the content area subjects provided additional support for ELL students. In addition, the scientifically researched program, Windows to Literacy, a literacy program in the content areas was purchased to strengthen content knowledge and meet the needs of ELLs at various proficiency levels. Technology aids such as the Smartboard were added to scaffold content area instruction and provide background knowledge using visual aids. Thematic units based on content subject matter in the Science and Social Studies are a part of the curriculum planning developed during professional development sessions.

E. ESL Self Contained

P.S. 160K does not have any ESL self contained classes.

Transitional Bilingual Education (TBE)

A. How will native and targeted languages be differentiated for instruction?

Presently at P.S. 160K we have 1 Bilingual Chinese Kindergarten class with 25 students. In the TBE program, instruction is provided in Cantonese with intensive support in English. The required ESL/ELA/NLA time allotments are taken into consideration. Instruction is provided in two languages; Cantonese and English and is based on the student's level of language fluency and academic proficiency in each.

B. Breakdown of Instruction

The Transitional Bilingual Education Program at P.S. 160K provides intensive English-language instruction to 25 Bilingual Chinese kindergarten students who get a portion of their academic instruction in their native language (Chinese) in order to prepare them for mainstream classes in English without letting them fall behind in subject areas. The following is a scheduled breakdown of instruction:

1 - 45 minute period of Readers Workshop (English)

1 - 45 minute period of Writers Workshop (English)

1 - 45 minute period of Math Workshop (Chinese/English)

1 - 45 minute period of ESL (English)

1 - 45 minute period of NLA

1 - 45 minute period of Content Area – Science, Social Studies etc. (Chinese/English)

The amount of English used during instruction using the native language varies based on the students' proficiency level.

C. Follow up for TBE who reach language proficiencies levels on the NYSESLAT

Students who have reached language proficiency levels on the NYSESLAT at the end of Kindergarten are closely monitored and tracked for progress through P.S. 160K's Monitoring for Results Program. Students requiring further remediation are then referred for participation to one of several programs existing at P.S. 160. The criteria for student participation in one of these programs is contingent upon the student's needs through alternate assessments. These programs are, but not limited to, AIS Math, AIS Speech, AIS Reading, Wilson Language, Reading Recovery, ERIC, At Risk Resource Room and Leveled Literacy Intervention (LLI). In addition, these students are invited to attend the various Afterschool and Saturday Programs available.

DIFFERENTIATED INSTRUCTION FOR ELL SUBGROUPS

SIFE (Students with Interrupted Formal Education)

Currently, the number of SIFE students has not changed. However as newcomer students enter throughout the school year more SIFE students will be identified. ELL students identified as SIFE, receive Academic Intervention Instruction (AIS) in addition to their ESL Instruction. Other programs offered are AIS Reading, Math or Speech, Leveled Literacy Intervention (LLI), Reading Recovery, Early Reading Interventions in Classrooms (ERIC), Wilson Language, Speech Improvement, At Risk Resource Room and Counseling. Instruction in these programs is conducted in English although the native language is encouraged. The students are also invited to participate in the extra curricular programs offered above. Materials such as content area libraries for SIFE students and Rigby Newcomer Kits are some of the materials that are used in programs. Small group instruction within the push-in model is conducted to better serve the individual needs of these students. Other programs are used based on the needs identified.

ELL's with Special Needs

ELL students with special needs continue to receive ESL Instruction. P.S. 160K has implemented a Monitoring for Results Program in which all students' progress is actively monitored and tracked. Students are then referred for participation to one of several safety net programs existing at P.S. 160K. These programs include AIS Reading, AIS Math, At Risk Speech, Reading Recovery, Wilson Language and At Risk Resource Room. Early Reading Intervention in Classrooms (ERIC), a program specially designed for students in Grade 1 who have demonstrated a need in basic reading skills as well as Leveled Literacy Learning (LLI) are provided to ELL's with Special needs.

ELLs Receiving Service 4-6 years/ Services for Long Term ELLs/Special Needs ELLs

Services for Long Term ELL's and ELL's with Special Needs

Long Term ELLs, ELL students receiving services 4-6 years and students with special needs continue to receive ESL instruction.

P.S. 160K has implemented a Monitoring for Results Program in which all students' progress is actively monitored and tracked. Students are then referred for participation to one of several safety net programs existing at P.S. 160. These programs include AIS Reading, AIS Math, At Risk Speech, Reading Recovery, Wilson Language and At Risk Resource Room. Early Reading Intervention in Classrooms (ERIC), a program specially designed for students in Grade 1 who have demonstrated a need in basic reading skills as well as Leveled Literacy Learning (LLI) are provided to ELL's with Special needs. These students are afforded the opportunity to attend ESL Afterschool and Saturday Literacy for Ell's program.

M. Newcomer

One of P.S. 160's goals is to provide the students with an opportunity to acquire English language proficiency in a supportive and nurturing environment. Every attempt is made to place a newcomer in a class with other students who share his/her common language and/or culture to help facilitate the child's assimilation into the new culture. ESL teachers and classroom teacher schedules have been accommodated to provide common preparation periods and/or lunches to plan for all ESL students. The ESL teachers become the link between newcomers and the classroom teacher providing materials and support. Within the classroom setting, newcomers are given additional instruction as a group. Instruction is provided using

ESL methodologies during the guided reading period. Listening centers and technology programs are set up with language appropriate materials so that students can learn basic English vocabulary in order to immerse the student to the new language in various ways. By grouping the newcomers together, in a pull out setting it creates an atmosphere where the students can experiment with oral English in a non-threatening atmosphere. The Push-in model allows the classroom teacher to observe the methodology used and implement this methodology in other curriculum areas throughout the day. In addition, a Saturday Newcomer Program was created and will continue to meet the needs of these students. During this Saturday program, Q-TEL strategies are integrated to facilitate language learning. These programs offer newcomer students an environment that decreases affective filter and allows them to work at their pace while learning the language. Imagine Learning English, a research based technology program, is also used throughout to provide additional English language instruction.

Targeted Intervention Programs for ELLs

P.S. 160 utilizes the Monitoring for Results Program in order to monitor and track all student progress in ELA. These results are organized in three categories; Level One (At-Risk - below level), Level Two (one or two levels below, but demonstrating some progress and are expected to reach standard) Level Three (these students are on standard and are expected to continue showing progress. This information is gathered and used to identify At-Risk students and provide intervention services when necessary through various programs. These programs include, but are not limited to At-Risk Resource Room, At-Risk Speech, Reading Recovery, Focus on Fluency, Leveled Literacy Intervention (LLI) and Early Reading Intervention in the Classroom (ERIC). In addition, students who scored at the bottom third in the school on the NYS Math test Spring 2009 and those that demonstrated a need for Math Intervention based on informal classroom assessments are receiving Math AIS. Additionally, these students are invited to attend Literacy Afterschool, ESL Afterschool, Saturday Literacy for ELLs and are included in the 37.5 minute school day extension. ESL Afterschool and Saturday Literacy for ELLs programs provides targeted instruction for ELLs to address the specific needs of the students. These needs are identified through analysis of ELA and NYSESLAT results as well as informal assessments such as Fountas & Pinnell or Interim Assessments. While these programs are conducted in English, Native Language support is provided in various manners. This is done using bilingual materials and technology. Language Buddy partners allow students to express their ideas in the native language. Former ELL student progress is monitored closely and provided additional support services based on their particular needs. These programs include, but are not limited to Academic Intervention Services in ELA, Math, and content area through small group instruction, Afterschool and/or Saturday Programs. Former ELLs are also included as part of our school's inquiry study.

Data gathered through standardized exams, interim assessments, conferencing and other informal assessments demonstrates a need for ELLs in the area of reading and vocabulary comprehension. ELL students struggle expressing their ideas both orally and in writing. Students tend to answer literal questions and struggle to expand on questions that require critical thinking skills. Therefore, our inquiry team will focus on attaining achievement in the areas of reading and writing by strengthening these critical thinking skills through accountable talk. Teachers will research effective strategies that will foster language development and allow all students to communicate effectively. Another identified need is vocabulary comprehension. ELL students are able to identify Tier 1 vocabulary, but struggle with the academic language required to dissect more difficult text. Research studies have shown that thematic units are effective for ELLs because of the repetition of vocabulary across the curriculum. Therefore, teachers in grades K-2, ESL/Bilingual teachers in collaboration with Di Brienza Learning Center are designing thematic curriculum units around content area standards and infusing ESL strategies within these units to address the needs of our ELL population.

P.S. 160 prides itself in developing the child as a whole. This is reflected in the various enrichment programs offered at our school. All ELL students are afforded the opportunity to participate in these programs. Enrichment programs focusing on the Arts are a part of our school culture. These programs include the Glee Club, Art Club, Drama Club, Dance Club, Cheerleading Club, Chess Club, Martial Arts Club, Band and a Violin Program. Academic Enrichment programs include Math Club, History Club, Agriculture Club, Computer Club, Environmental Club and a Greek Mythology Club. Our ESL Book club provides ELL students the opportunity for rich book discussion using multicultural literature representative of the cultures found within our school. Being a good citizen is promoted through activities organized by our Student Council.

A variety of instructional resources are utilized in all day and afterschool programs. The Rigby on Our Way to English program is used in small group instruction providing research based materials. Bilingual literature and picture cards as well as bilingual dictionaries and glossaries are used to support native language instruction. Multicultural literature representative of the various cultures are used during Shared Reading and Read Alouds. The use of manipulatives and visual aids scaffold instruction for ELLs. A research based technology program Imagine Learning English is used to provide support in all areas of language development and provides support in the content area as well. Windows to Literacy, a content based program, provides content area text at various reading and language levels with visuals and picture glossaries to supporting ELLs. Words Their Way for ELLs is used for word study and vocabulary development. Predictable books with repetitive sentence structures are used so that repeated patterns facilitate language learning.

Professional Development

Approximately 90% of students at P.S. 160K speak a language other than English at home. The push-in model of instruction is intended to support all our ELL students. Common planning time will be afforded to ESL teachers and their collaborative partners. Demographic and enrollment data indicates that our ELL population continues to grow. Therefore, additional professional development is necessary for all staff members as they are all teachers of ELLs. During the previous school year, Catherine Brown conducted professional development sessions for classroom and ESL teachers. As a result, thematic units will become a part of the school curriculum in grades K-2. These units will be based on Content Area Standards as outlined in the Science and Social Studies Curriculum. ESL teachers and their collaborative partners will meet to plan for instruction and to infuse ESL methodology and strategies into this curriculum. Brienza Academic Achievement for Curriculum Development will provide support in the creation of these thematic units. Professional development analyzing and interpreting data from the ELL Interim Assessments will also be provided to all staff. Many of the ELL students struggle in all areas of writing. Carl Anderson a renowned author will continue providing all staff professional development in conducting writing conference assessments. Representatives from Imagine Learning English, a technology program designed to meet the individual needs of ELLs will conduct two Professional Development sessions for classroom teachers on how students use this technology program and analyzing data that can help drive instruction.

Professional Development Calendar 2009-2010

September '09	Planning Time during Professional Staff Development Days before the opening of the school year Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Brienza Academic Achievement Professional Development with Grade 1 classroom teachers and ESL teachers
	Acuity/ARIS Professional development with all teachers on accessing and analyzing data
October '09	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Brienza Academic Achievement Professional Development with Grades K, 1 and 2 classroom teachers and ESL teachers
November '09	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Election Day – Professional Development for all staff members-Strategies to Improve accountable talk Grade Leader meetings to plan vertically.
December '09	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Harcourt Professional Development on Analyzing and Interpreting data from the results of the ELL Interim Assessment Professional Development on Imagine Learning English Technology Program- using data for instruction Grade Leader meetings to plan vertically.
January '09	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers
February '09	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Professional Development Workshop with Carl Anderson
March '09	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Professional Development Workshop with Carl Anderson
April '09	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers
MAY 2009	

Professional Development Workshop with Carl Anderson

May '09 **Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers**
Professional Development Workshop with Carl Anderson

June '09 **Evaluation of ESL Push-In/ Pull Out Program**
Setting Program Goals for the 2010-2011 school year

*** ELL teachers and additional staff members working with ELL students will attend additional workshops for ELLS offered by NYC DOE Office of ELLs. All teachers will be offered the opportunity to attend upcoming Conferences such as NCEE, TESOL, SABE and QTEL.**

Parental Involvement

The major languages other than English spoken at P.S. 160K include, but are not limited to, Mandarin, Cantonese, Fukanese, Spanish, Urdu, Albanian, Arabic, Polish, Russian, Bengali, Gujarati, Ukrainian, Vietnamese, Hindi, Uzbek, Romanian, Filipino and Hungarian. The various cultures represented in the school are visible within the surrounding community as evidenced by local businesses, houses of worship, newspapers, and community based organizations. Chinese and Spanish are the dominant languages. The full time Parent Coordinator, who speaks several dialects in addition to Cantonese and Mandarin, will continue to provide a great deal of support to parents of all English Language Learners. Bilingual teachers, support staff and bilingual parents will continue to provide support to parents and students of other languages. Parent outreach is ongoing throughout the school year. Notices and letters are translated in order to keep parents informed of school activities and events. Parents are invited to attend ongoing orientation sessions throughout the school year. Monthly Parent Teacher Association (PTA) meetings are held. Translators and translation units are provided during such meetings. In addition, ELL parents are informed of school events and educational programs via the School Leadership Team. This team is comprised of administrators, parents and teachers who work collaboratively to make decisions and inform their constituents of the programs within the school.

Parents are also encouraged to participate in the following activities: Computer and ESL Classes, Ballroom Dancing for Parents, Math and Literacy Workshops, Spring Arts Festival, Multicultural Festival, Family Movie Night, Math Family Fun Day and Recognition Breakfasts for Caretakers of our students. Parents are also invited to participate in our weekend program called Parents as Arts Partners where culturally diverse arts workshops are provided. These activities provide our students along with their family members a chance to participate in fun filled activities. Volunteers, Community Leaders and Liaisons as well as school staff provide workshops to parents on various topics. Ongoing Curriculum Workshops in Math and Literacy will be offered to parents throughout the school year so that they may be informed of the various programs and method of instruction. These workshops also provide parents with information regarding city and state assessments. Ongoing ESL Parent Program Orientation Sessions will be offered to inform them of the various English learning programs available citywide. An ESL Curriculum Workshop will be offered to parents of ELL students in order to provide them with strategies that will assist their children in acquiring the language. A Parent Lending Library allows parents to borrow materials appropriate for their children. Materials are available in various languages. The Learning Leaders Programs provides curriculum workshops to parents in all grades. In addition, this program trains parent volunteers so that they turnkey

information provided. Parenting workshops are also provided to parents of newly arrived students. These workshops are designed to address social and behavioral issues arising from students raised by other family members in their native country who then meet their parents for the first time after a few years.

**SAMPLE ELL STUDENT SCHEDULE
GRADE 4**

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Word Study	Read Aloud Pull Out	Art	Social Stud	Science

	Pull out Beg. Int	Beg/Int			
Period 2	Math	Computer	Science	Math	Word Study
Period 3	Science	Math	Math	Music	Math
Period 4	Lunch	Lunch	Lunch	Lunch	Lunch
Period 5	Reading	Reading ESL Push - In	Reading ESL Push - In	Reading ESL Push - In	Reading ESL Push - In
Period 6	Writing ESL Push - In	Writing	Writing	Writing	Writing
Period 7	Math	Social Stud	Word Study Pull Out Beg/Int	Read Aloud Pull Out Beg/Int	Time Choice

**SAMPLE ELL STUDENT SCHEDULE
GRADE 4**

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Calendar Skills	Calendar Skills ESL PUSH IN	Calendar Skills	Art	Calendar Skills

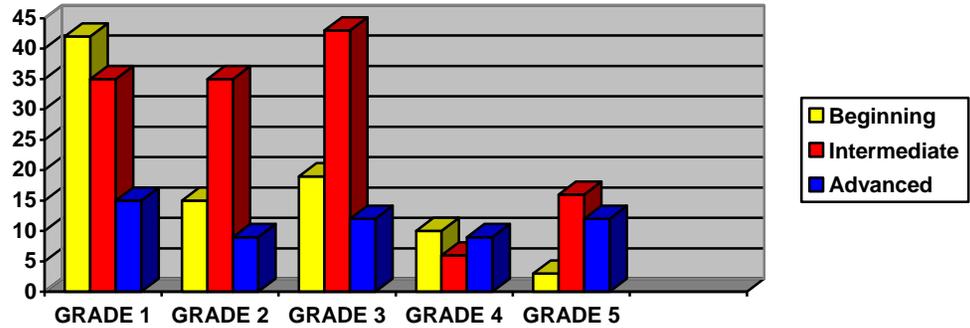
Period 2	Drama	Reading ESL PUSH IN	Math	Calendar Skills	Science
Period 3	Reading	Writing	Computer	Reading ESL PUSH IN	Reading ESL PUSH IN
Period 4	Writing	Science	Reading	Writing ESL PUSH IN	Writing ESL PUSH IN
Period 5	Math	Math	Writing	Math	Math
Period 6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 7	Social Studies ESL PUSH IN	Social Studies	Word Study ESL PUSH IN	Science	Centers

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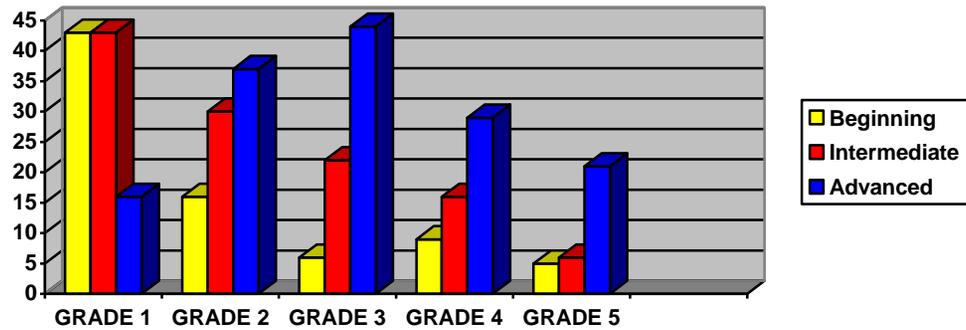
LAB-R/NYSESLAT Results

The tables and charts below show ELL students identified by language proficiency levels using the most recent LAB-R/NYSESLAT result:

NYSESLAT RESULTS SPRING 2009



NYSESLAT RESULTS SPRING 2008



The charts above demonstrate that there while there are more students scored at the intermediate level in grades one to three. There are more students scoring at the beginning and intermediate levels across grade one to five. An increase in the number of newcomers entering our school is reflected in the NYSESLAT scores.

LABR/NYSESLAT RESULTS 2009-2010

Proficiency Level	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
	LABR	NYS	LABR	NYS	LABR	NYS	LABR	NYS	LABR	NYS	LABR	NYS
Beginning	69	(22)	14	42	9	15	11	19	8	10	12	3

Intermediate				35		35		43		6		16
Advanced	25 (2)		1	8	0	53	1	23	1	40	0	29
Total	94(24)		15	85	9	103	12	85	9	56	12	48

LAB-R/NYSESLAT RESULTS 2008-2009

Proficiency Level	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
	LABR	NYS	LABR	NYS	LABR	NYS	LABR	NYS	LABR	NYS	LABR	NYS
Beginning	78*(26)		12	43	13	16	3	6	2	9	7	5
Intermediate				43		30		22		16		6
Advanced	24*(3)		1	16	1	37	0	44	1	29	1	21
Total	102 *(29)		13	102	14	97	3	72	3	54	8	32

These totals reflect the number of students currently enrolled in our school and are eligible based on Spring 2009 NYSESLAT scores or LABR scores.

*() These numbers reflect the Transitional Bilingual Chinese Class

^^ Some students do not have a Spring 2009 NYSESLAT score and only have a Fall 2008 score. These students are included in the total # under LABR. The above totals include the hand scored results of newcomer students in Grade K -5. Results for these newcomers were not yet available on ATS. In addition, several students took the Spring 2009 NYSESLAT, however their scores were not entered in ATS In some instances students were discharged during the administration of the NYSESLAT and do not have a current NYSESLAT score.

A Comparison of NYSESLAT Data for spring 2006 and spring 2008 shows a growth in the ELL population as evidenced in the tables below:

Comparison of NYSESLAT Data: Spring 2006, spring 2007 and spring 2008

NYSESLAT Levels	Spring 2006 Totals	Spring 2007 Totals	Spring 2008 Totals
Beginner	10% (32)	17% (70)	16.1% (79)
Intermediate	43% (131)	28% (116)	23.9% (117)
Advanced	40% (123)	45% (187)	30.1% (147)
Proficient	6% (19)	11% (47)	12.1% (54)
Totals	305	* 420	**446

*The total # of ELL students tested during the spring 2007 =420. However there are 11 students that were either discharged during the NYSESLAT administration and were readmitted in Sept. 2007 or students that took the NYSESLAT and do not have a score in ATS. Those names of students with no score in ATS have been submitted to the Testing Coordinator. Totals include students discharged, but took the NYSESLAT at P.S. 160K in spring 2007. Also includes 5th grade graduates. This total also includes new students who took the NYSESLAT test last year in another NYC Public School.

** A total # of 446 ELL students were tested during the administration period of the NYSESLAT Spring 2008. The totals do not reflect the current ELL students enrolled this school year. (See Current NYSESLAT Breakdown Chart for current ELL students NYSESLAT results from spring 2008) However, totals include discharged students and 5th grade graduates that took the NYSESLAT at P.S.160 in spring 2008. One student present during the administration of the NYSESLAT Spring 2008 in Grade Kindergarten of the 2007-2008 school years did not have a score appearing in ATS. This name has been submitted to the testing coordinator for further review.

NYSESLAT DATA BY GRADE
Spring 2006

	Kgn.	Grade 1	Grade 2	Grade 3	Grade 4	Totals
Beginner	24% (20)	3% (2)	6% (4)	6% (5)	2.6% (1)	9.3% (32)

Intermediate	63% (53)	51% (37)	32% (21)	14.5% (12)	30.8% (12)	39.4% (135)
Advanced	12% (10)	42% (30)	54% (35)	72.3% (60)	56.4% (22)	45.8% (157)
Proficient	1% (1)	4% (3)	8% (5)	7.2% (6)	10.3% (4)	5.5% (19)
Totals	(84)	(72)	(65)	(83)	(39)	(343)

NYSESLAT DATA BY GRADE
Spring 2007

	Kgn.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	*Totals
Beginner	41% (43)	4% (4)	8% (6)	13% (9)	9% (4)	11% (4)	16.7% (70)
Intermediate	44% (46)	26% (24)	31% (23)	14% (10)	9% (4)	25% (9)	27.6% (116)
Advanced	13% (14)	61% (57)	50% (37)	57% (40)	53% (23)	44% (16)	44.5% (187)
Proficient	1% (1)	9% (8)	11% (8)	16% (11)	28% (12)	19% (7)	11.2% (47)
Totals	(104)	(93)	(74)	(70)	(43)	(36)	420

These totals are based on last year's grades. Ex. Kindergarten totals will be our current first grade students. One kindergarten student was held over. However, he took the NYSESLAT Spring 2007. This total includes discharges and graduates as well as new admits from another NYC Public School. The percentages were calculated based on grade totals.

NYSESLAT DATA BY GRADE
Spring 2008

	Kgn.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	*Totals
Beginner	39.8% (41)	13.9% (14)	8% (7)	12.9% (9)	12.2% (6)	22.9% (8)	19.1% 85
Intermediate	42.7%	37.6%	27.2%	21.4%	14.2%	14.3%	29.8%

	(44)	(38)	(24)	(15)	(7)	(5)	133
Advanced	15.5% (16)	38.6% (39)	53.4% (47)	45.7% (32)	49% (24)	42.9% (15)	38.8% 173
Proficient	2% (2)	10% (10)	11.3% (10)	20% (14)	24.5% (12)	20% (7)	12.3% 55
Totals	103	101	88	70	49	35	446

These totals are based on last year's grades. One kindergarten student in Kindergarten does not have a NYSESLAT score posted in ATS. However, the student was present for all parts of the test. The totals include students who have been discharged and including 5th grade graduates. These numbers do not include students who are currently in ESL/Bilingual Programs this year.

**Breakdown of ELL Students by Grade
2008-2009 School Year**

	*Kgn.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	*Totals
Beginner	80	55	28	9	11	12	197
Intermediate	-----	43	30	22	16	6	117
Advanced	24	17	38	44	30	22	175
Totals	104	116	97	75	57	40	489

NYSESLAT Modality Proficiency Levels Spring 2009

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	Total
Listening/ Speaking	B		7	8	5	6	1	27
	I		48	15	15	4	7	89
	A		28	69	30	16	31	174
	P		4	19	40	45	19	127
Total			87	111	90	71	58	417
Reading/ Writing	B		42	16	17	10	3	88
	I		32	33	44	6	18	133
	A		7	40	23	38	24	132
	P		6	22	6	17	13	64

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Grade	Level 1		Level 2		Level 3		Level 4		Total # Tested	
	ELLS	NON ELLS	ELLS	NON ELLS	ELLS	NON ELLS	ELLS	NON ELLS	ELLS	NON ELLS
3	4	1	6	4	55	37	4	4	69	46
4	5	0	13	4	24	55	0	6	42	65
5	0	1	22	11	14	60	1	5	37	77
Total	9	2	41	19	93	152	5	15	148	188

Total			87	111	90	71	58	417
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Spring 2009 ELA

These scores are based on the spring 2009 ELA results. Therefore, the grades are based on the previous school year.

Spring 2009 Math

These scores are based on the spring 2009 Math results. Therefore, the grades are based on the previous school year.

NYS Social Studies 08-09 Grade 5

Grade	Level 1		Level 2		Level 3		Level 4		Total # Tested	
	ELLS	NON ELLS	ELLS	NON ELLS	ELLS	NON ELLS	ELLS	NON ELLS	ELLS	NON ELLS
3	0	0	0	0	52	27	27	21	79	48
4	0	0	4	2	22	24	24	41	50	67
5	0	0	2	4	29	29	14	48	45	81
Total	0	0	6	6	103	80	65	110	174	196

based on the winter results. Therefore, on

the

These students have graduated. This data shows that while ELLS have demonstrated an increase in attaining a Level 3 & 4 on the exam, Non ELLs still outperform ELLs in this area.

*These scores are 2008 Social Studies the grades are based previous school year.

NYS Science 08-09 Grade 4

Grade	Level 1		Level 2		Level 3		Level 4		Total # Tested	
	ELLS	NON ELLS	ELLS	NON ELLS						
*5	4	2	5	7	25	30	5	32	39	71

Grade	Level 1			Level 2			Level 3			Level 4		
4 (current)	ELLS	NON	F-	ELLS	NON	F-ELLs	ELLS	NON	F-ELLs	ELLS	NON	F-ELLs

gr. 5)		ELLS	ELLs		ELLS			ELLS			ELLS	
	4	0	0	12	0	0	17	13	5	13	27	29

These scores are based on the spring 2009 Grade 4 Science test. Therefore, the grade is based on the previous school year. Currently these students are in grade 5. This data shows that Non ELL outperform ELLs. However, more former ELLs attained a Level 4 than Non- ELLs. The continued support provided to F-ELL students is evident in their performance.

ITEM ANALYSIS NYS ELA/MATH WINTER

An analysis of the NYS ELA administered Winter 2009 indicates that current grade four students demonstrate deficiencies in the following areas: Main Idea, identifying relevant details, making predictions, understanding directions, identify author’s purpose, providing evidence to support character traits, use of writing mechanics and the use of context clues to determine word meaning. Current grade five students demonstrate deficiencies in the following areas: identifying themes/moral in a story, main idea, key vocabulary, providing evidence and supporting details author’s purpose, making inferences. ELL students demonstrate a need in areas of critical thinking skill and going beyond the text for deeper comprehension. Additionally, all ELL students demonstrate a need in the area of Listening and Writing constructed responses as well and Reading and Writing constructed responses. This data coincides with NYSESLAT information for students in these grades.

ELL INTERIM ASSESSMENTS

In the 2008-2009 school year, P.S. 160 did not administer the ELL Interim Assessments. However, this year this assessment will be administered to a targeted group of ELL students. Newcomer students (less than 1 year) and those ELL students that will be administered the ELA for the first time this year will be given the ELL Interim Assessment. This data will be used in conjunction with all other assessments.

Fountas & Pinnell Reading Levels

Prof. Lev.	Grade K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	B	I	A	B	I	A	B	I	A	B	I	A	B	I	A	B	I	A
Level 1	31	--	8	21	1	1	28	10	0	28	15	0	18	5	10	16	12	6
Level 2	33	--	10	21	4	0	1	18	11	0	15	5	0	2	20	0	3	13
Level 3	5	--	6	13	31	8	0	7	42	0	10	15	0	0	11	0	0	9

The table above indicates the number of students in each grade by Proficiency Levels. The data indicates that most Beginning Level students perform at a Level One. This shows that the Reading and Language Levels are consistent with the stages of language development. In grade 1, these students were able to perform better with their reading. While their decoding skills are better on this grade, their vocabulary and comprehension skills need improvement. However, many of the intermediate and advanced leveled students struggle with higher level text due to comprehension and vocabulary. Higher order questions and vocabulary appropriate to grade level is more difficult for these students.

Patterns of Language Proficiency Levels

NYSESLAT Progress Spring 2009

Grade	Prof. Level	Increase in NYSESLAT Level	Decrease	No significant change	***others
2		64	0	24	24
3		14	8	46	29
4		18	0	27	20
5		13	0	30	17
		109	8	127	90

*** Others include students who took the NYSESLAT score for the first time last spring or new entrants this school year. This data shows that while there were a significant number of students in grades 2-5 that demonstrated an increase in proficiency levels, there are also a significant number of students that did not show progress. Additional services including offering Afterschool and Saturday programs as well as small group instruction in the area of need are provided to these students.

The following tables show areas of deficiencies based on the NYSESLAT scores administered spring 2009. This data is based on students currently enrolled at P.S. 160K. It does not include students who took the NYSESLAT in spring 2009 for the first time since there is no basis for comparison yet. This data does not include students who did not take the NYSESLAT in spring 2009 because they were not enrolled in our school at the time of the NYSESLAT administration. The data on this table shows that all grade two students who took the K-1 band of the NYSESLAT, demonstrated an increase in language proficiency levels although they did not obtain proficiency. This finding is consistent

MAY 2009

with research that it takes 5-7 years for ELLs to attain the academic level necessary. Many of these students were identified as Beginning level ELLs in grade one as demonstrated in the chart above.

**NYSESLAT 2009
AREAS OF DEFICIENCIES**

Grade	Beginning	Intermediate	Advanced
1	Reading/Writing	Reading/Writing	Reading/Writing
2	Listening/Reading/Writing	Reading/Writing	Listening/Speaking
3	Reading/Writing	Reading/Writing	Reading/Writing
4	Reading/Writing	Reading/Writing	Reading/Writing
5	Reading/Writing	Reading/Writing	Reading/Writing

An analysis of the 2006 NYSESLAT results in the four modalities across the proficiency levels and grades revealed the following data: Students in Grades 1-5 who scored at the advanced levels demonstrated deficiencies in the areas of Listening and Speaking. In Grades 1, 2 and 3, students at all levels of proficiency were deficient in the areas of Reading and Writing. Implications for the school LAP and for instruction are that students need additional instruction in expressive language and more in depth instruction in the conventions of grammar, vocabulary development and phonics as well as reading comprehension skills. This instruction will be provided via the Push-in /Pull-out model. Additional support will be provided through the after school and Saturday programs.

**NYSESLAT 2006
AREAS OF DEFICIENCIES**

Grade	Beginning	Intermediate	Advanced
1	Reading/Writing (67%)	Reading/Writing (27%)	Listening/Speaking (70%)
2	Reading/Writing (50%)	Listening/Speaking (39%) Reading/Writing (36%)	Listening/Speaking (58%)
3	Reading/Writing (50%)	Reading /Writing (65%)	Listening/Speaking (27%)
4	No Significance	No Significance	Listening/Speaking (32%)
5	Reading/Writing (100%)	No Significance	Listening/Speaking (43%)

An analysis of the 2007 NYSESLAT results in the four modalities across the proficiency levels and grades revealed the following data: Students in Grades 1 and 2 who scored at the Beginning level demonstrated deficiencies in the areas of Reading and Writing. Students in Grades 1-3 who scored at the Intermediate levels were deficient in the areas of Reading and Writing. Students in Grades 1-5 who scored at the Advanced level were deficient in all areas. In comparison to previous years many students across the levels and grades demonstrated no significant difference within their levels. All areas fall within the appropriate level. Implications for the school LAP and for instruction are that students need additional instruction in expressive language and more in depth instruction in the conventions of grammar, vocabulary development and phonics as well as reading comprehension skills. This instruction will be provided via the push in /pull out model.

Additional support will be provided through the after school and Saturday programs. These results only include current students who took the NYSESLAT in spring 2009 in both P.S. 160K or in another NYC Public School. This information will aid us in the identification of the areas of deficiencies to better serve our students. Therefore, any student that was discharged has not been included

**NYSESLAT 2007
AREAS OF DEFICIENCIES**

Grade	Beginning	Intermediate	Advanced
1	Reading/Writing	Reading/Writing	Reading/Writing
2	Reading/Writing	Reading/Writing	Reading/Writing Listening/Speaking
3	No Significance	Reading /Writing	Reading/Writing Listening/Speaking
4	No Significance	No Significance	Reading/Writing Listening/Speaking
5	No Significance	No Significance	Reading/Writing Listening/Speaking

**NYSESLAT 2008
AREAS OF DEFICIENCIES**

Grade	Beginning	Intermediate	Advanced
1	Reading/Writing	Reading/Writing	No Significant

			Difference
2	Reading/Writing	Reading/Writing	Listening/Speaking
3	Reading/Writing	Reading/Writing	Reading/Writing
4	Reading/Writing	Reading/Writing	Reading/Writing
5	Reading/Writing	Reading/Writing	Reading/Writing

This analysis includes holdover students and new admits to our school. The data includes ELL students currently enrolled and serviced in the 2008-2009 school year.

An analysis of the spring 2008 NYSESLAT scores reveals that the majority of the students are deficient in the areas of reading and writing. This is true for ELL students except for Grade 2 Advanced Level students whose deficiencies are in the areas of listening and speaking. The results also show that ELL students in grades 3, 4 and 5 scoring at the Advanced Level reached the proficiency level in the areas of Listening and Speaking, but were held back because of their Reading and Writing scores. These results are based on the number of ELL students currently enrolled 2008-2009.

In analysis of the 2006-2007 LABR results in Grades Kindergarten and One in the four modalities across proficiency levels and grades revealed a pattern. Students in Kindergarten and Grade One scoring at the Beginning/ Intermediate Level and Advanced Levels demonstrated deficiencies in all modalities. Implications for the school LAP and for instruction is that these students are in need of more instruction in expressive language, more in depth instruction in the conventions of grammar, phonics and listening and reading comprehension skills. Integration of the four modalities using research based strategies in the Push in/Pull out programs will be utilized to narrow areas of deficiencies. As a result of the 2006-2007 LABR scores, the following was a breakdown of the four modalities by grade and language proficiency levels. The following cut score ranges were used: Kindergarten (26), Grade One (33) In Kindergarten a Listening and Speaking raw score range of 11 was used to determine the levels of proficiency in Listening and Speaking and a raw score range of 7 was used to determine the levels of proficiency in Reading and Writing.

**LAB-R 2006-2007
Grades Kindergarten and One**

Modality/Level	%	Grade Kgn	%	Grade1
-----------------------	----------	------------------	----------	---------------

	Tested	*(Total 116)		Tested	(Total 9)	
		%P	%D		%P	%D
Listening/Speaking Modality						
Beginning/Intermediate	54	13	87	67	33	67
Advanced	30	18	82	11	11	89
*Proficient/Passed	20	-----	-----	22	-----	-----
Reading Modality						
Beginning/Intermediate	54	1	99	67	0	100
Advanced	30	15	85	11	0	100
*Proficient/Passed	20	-----	-----	22	-----	-----

* This total does not include new entrants whose LABR scores are not in ATS yet.

An analysis of the 2007-2008 LABR results in all grades cannot be done at this time since the LABR scores for Fall 2007 are not in ATS yet. However, below you will find the number of students tested per grade and the range of raw scores. This will help in identifying those students that are newcomers and those that have better English language skills. Implications for the school LAP and for instruction is that these students are in need of more instruction in expressive language, more in depth instruction in the conventions of grammar, phonics and listening and reading comprehension skills. Integration of the four modalities using research based strategies is necessary in developing their English language skills. Push in/Pull out programs will be utilized to narrow areas of deficiencies. Further analysis of the LABR results will be conducted when the scores are entered in ATS.

LAB-R 2007-2008
Grades Kindergarten and Grade 1

Kindergarten	Level	# Tested (114)	Raw Score 0-8	Raw Score 9-17	Raw Score 18-22	Raw Score 23-26
	Beginning/Intermediate	58	36	22	0	0
	Advanced	43	0	0	25	18

	Proficient	14	-----	-----	-----	-----
Grade One	Level	# Tested	Raw Score	Raw Score	Raw Score	Raw Score
		8	0-10	11-21	22-27	28-33
	Beginning/Intermediate	7	6	1	0	0
	Advanced	1	0	0	0	1
	Proficient	0	-----	-----	-----	-----

**LAB-R 2007-2008
Grades Two and Three**

Grade Two	Level	# Tested	Raw Score	Raw Score
		4	0-32	33-48
	Beginning/Intermediate	3	3	0
	Advanced	0	0	0
	Proficient	1	-----	-----
Grade Three	Level	# Tested	Raw Score	Raw Score
		5	0-37	38-53
	Beginning/Intermediate	3	3	0
	Advanced	0	0	0
	Proficient	2	-----	-----

**LAB-R 2007-2008
Grades Four and Five**

Grade Four	Level	# Tested	Raw Score 0-40	Raw Score 41-80
	Beginning/Intermediate	0	0	0
	Advanced	0	0	0
	Proficient	0	-----	-----
Grade Five	Level	# Tested	Raw Score 0-42	Raw Score 43-84
	Beginning/Intermediate	0	0	0
	Advanced	0	0	0
	Proficient	1	-----	-----

* This total includes new entrants whose LABR scores are not yet in ATS.

An analysis of the **2005-2006 LAB-R** results in Grades Two through Five in the four modalities across proficiency levels revealed the following: Students in Grades Two through Five all scored at the Beginning/Intermediate levels and have demonstrated deficiencies in all modalities. These students within these grades and level are new immigrants. Implications for the school LAP and for instruction are that these students need more intensive language instruction in all areas. As a result of the 2005-2006 LAB-R scores, the following is a breakdown of the four modalities by grade and language proficiency levels. The following cut score ranges were utilized: Grade 2 Listening/Speaking/Reading and Writing (48); in Grade 3 Listening/Speaking/Reading and Writing (53); in Grade 4 Listening/Speaking/Reading and Writing (80); and in Grade 5 Listening/Speaking/Reading and Writing (84). The percentages in **bold** below indicate the areas that will continue to be addressed.

**LAB-R 2005-2006
Grade Two - Five**

Modality/ Level	% Tested	Grade 2 (Total 4)	% Tested	Grade 3 (Total 6)	% Tested	Grade 4 (Total 1)	% Tested	Grade 5 (Total 2)

Listening		%P	%D		%P	%D		%P	%D		%P	%D
Beg./Int.	100	0	100	100	0	100	100	0	100	0	0	100
Advanced	0	0	0	0	0	0	0	0	0	0	0	0
Speaking												
Beg./Int.	100	0	100	100	0	100	100	0	100	0	0	100
Advanced	0	0	0	0	0	0	0	0	0	0	0	0
Reading												
Beg./Int.	100	0	100	100	0	100	100	0	100	0	0	100
Advanced	0	0	0	0	0	0	0	0	0	0	0	0
Writing												
Beg./Int.	100	0	100	100	0	100	100	0	100	0	0	100
Advanced	0	0	0	0	0	0	0	0	0	0	0	0

An analysis of the 2006-2007 LABR results in Grades 2-5 in the four modalities across proficiency levels and grades revealed a pattern. Students in Grades 2-5 who scored at the Beginning/Intermediate Levels and demonstrated deficiencies in all modalities. Many of the students in these grades and levels were recent immigrants. Implications for the school LAP and for instruction are that these students will receive more language instruction in all areas using strategies particular to newcomer students. Additional support will be provided to these students via after school and Saturday programs.

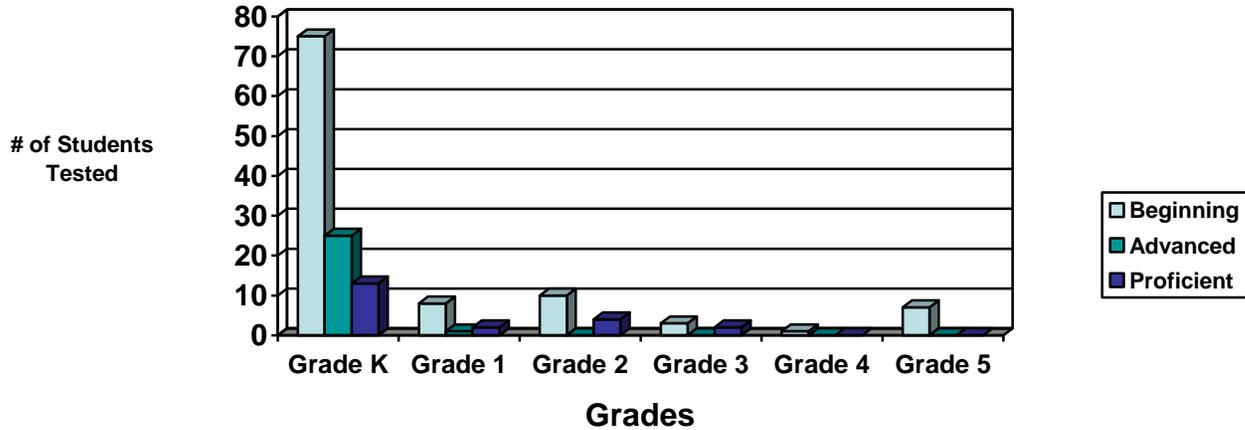
**LAB-R 2006-2007
Grade Two - Five**

Modality/ Level	% Tested	Grade 2 (Total 5)		% Tested	Grade 3 (Total 4)		% Tested	Grade 4 (Total 4)		% Tested	Grade 5 (Total 4)	
		%P	%D									
Listening												

Beg./Int.	99	0	100	99	0	100	98	0	100	99	0	100
Advanced	0	0	0	0	0	0	0	0	0	1	0	0
Proficient	1	---	---	1	---	---	2	---	---	0	---	---
Speaking												
Beg./Int.	99	0	100	99	0	100	98	0	100	97	0	100
Advanced	0	0	0	0	0	0	0	0	0	1	0	0
Proficient	1	---	---	1	---	---	2	---	---	0	---	---
Reading												
Beg./Int.	99	0	100	99	0	100	98	0	100	97	0	100
Advanced	0	0	0	0	0	0	0	0	0	1	0	0
Proficient	1	---	---	1	---	---	2	---	---	0	---	---
Writing												
Beg./Int.	99	0	100	99	0	100	98	0	100	97	0	100
Advanced	0	0	0	0	0	0	0	0	0	1	0	0
Proficient	1	---	---	1	---	---	2	---	---	0	---	---

Approximately 9 new entrants were administered the LABR, however their scores are not yet in ATS.

Fall 2008 LABR Results

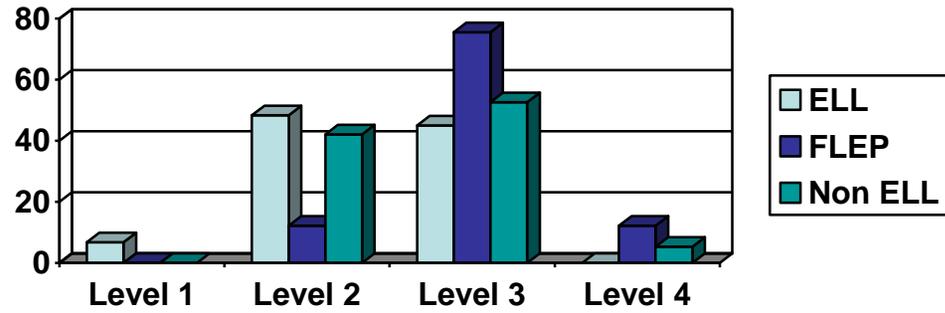


This data does not include students whose LABR scores are not yet in ATS or students who have been readmitted and have a previous LABR score.

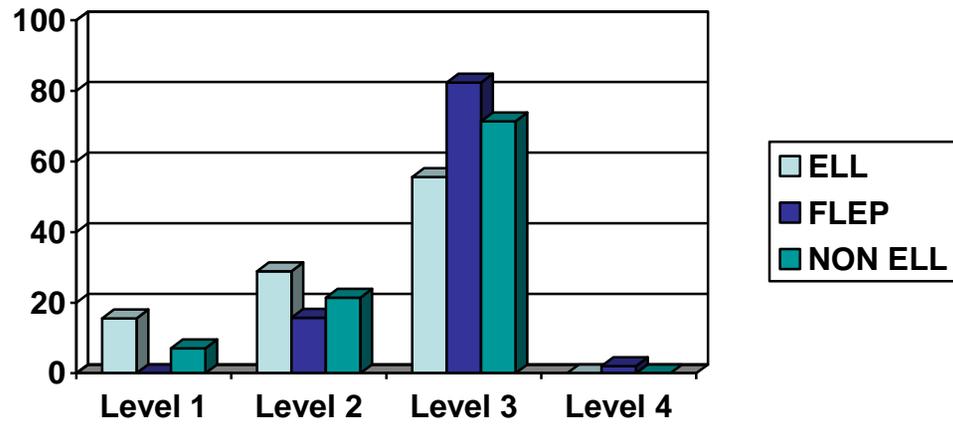
An analysis of the LABR administered in Fall 2008 indicated that a large percentage of new entrants scored at a Beginning/Intermediate level across all grades. A large portion of Kindergarten students scored at the Beginning/ Intermediate Level and scored within a range of 0-8 on the Listening and Speaking section of the LABR. This data is consistent with the fact that most Kindergarten students at P.S. 160K are new immigrants and are at the beginning stage of language development. This information is also true of students in grades one, two and five.

Review of City and State Assessment Data/Performance of ELLs in targeted areas/Implications for Instruction.

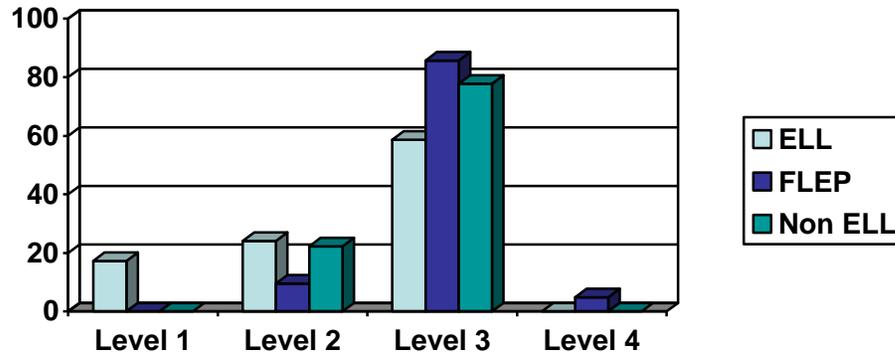
ELA Winter 2008 Grade 3



ELA Winter 2008 Grade 4



ELA Winter 2008 Grade 5



An analysis of the ELA Winter 2008 scores reveal the following information; Of the 60 grade 3 ELL students tested, 6.7% scored at Level 1; 48.3% scored at Level 2; 45% scored at Level 3. Of the 45 grade 5 ELL students tested, 15.6% scored at Level 1; 28.9% scored at Level 2; 55.6% scored at Level 3. Of the 29 grade 4 ELL students tested, 17.2% scored at Level 1; 24.1% scored at Level 2; 58.6% scored at Level 3. None of the ELL students in grades 3, 4 and 5 scored at Level 4. Although there are less Non- ELL students that took the test, this group had more students attain performance levels of 3 and 4 in grades 3, 4 and 5. However, Former ELL students outperformed both the ELL and Non ELL students. 87.7% of the Former ELL students performed at Levels 3 and 4 in all grades in comparison with the 51.5% ELL students and 66.7% of Non ELL students. This data is consistent with citywide reports indicating that Former ELL students outperform their counterparts.

Winter 2006 Grade 5 ELA

Proficiency	2005-2006
English Proficient	97 (students)
Level 1	1%
Level 2	20%
Level 3 & 4	79%
ELLs	5 (students)
Level 1	20%
Level 2	60%
Levels 3 & 4	20%

In the 2006-2007 school year, all ELL students in an English Language School System over one year took the ELA exam. In Grade 3, of the 59 ELL students that took the test, 47% scored at Levels 1 and 2 and 53% scored at Levels 3 and 4 in comparison with 62 English Proficient students that took the test of which 24% scored at Levels 1 & 2 and 76% scored at Levels 3 & 4. In Grade 4, of the 41 ELL students that took the test, 56% scored at Levels 1 and 2 and 44% scored at Levels 3 and 4 in comparison with 71 English Proficient students that took the test of which 17% scored at Levels 1 & 2 and 83% scored at Levels 3 & 4. In Grade 5, of the 30 ELL students that took the test, 53% scored at Levels 1 and 2 and 47% scored at Levels 3 and 4 in comparison with 89 English proficient students that took the test of which 26% scored at Levels 1 & 2 and 74% scored at Levels 3 & 4. While these results demonstrate a gap between ELL and English proficient students, some of the ELL students in these grades have been in an English Language School System for a little over 2 years. Implications for the LAP and instruction indicate the need for continued support in reading and writing. This support will be provided within the Push-in model of instruction in small groups addressing the needs of ELL students. These results are concurrent with the NYSESLAT test scores.

Winter 2007 ELA

ELA	Grade 3	Grade 4	Grade 5
English Proficient	62 (students)	71 (students)	97 (students)
Level 1 & 2	24%	17%	26%
Level 3 & 4	76%	83%	74%
ELLs	59 (students)	41 (students)	30 (students)
Level 1 & 2	47%	56%	53%
Levels 3 & 4	53%	44%	47%

Spring 2005 Grade 4 Math

Proficiency	2003 -2004	2004 - 2005
English Proficient	81 (students)	97 (students)
Level 1	1.2%	0.0%
Level 2	6.2%	6.2%
Levels 3 & 4	92.6%	93.8%
ELLs	28 (students)	25 (students)
Level 1	3.6%	16%
Level 2	35.7%	8.0%
Levels 3 & 4	60.7%	76%

On the **Spring 2006 Grade 3 New York State Mathematics Test**, of the 45 ELL students tested 4% scored at a Level 1, 18% scored at Level 2 and 78% scored at Levels 3 and 4 in comparison with 68 English Proficient students who took the test of which 3% scored at Level 1, 4 % scored at Level 2 and 93% scored at Levels 3 and 4. In Grade 4, 28 ELL students took the New York State Math Test. Of these students, 0% scored at Level 1, 4% at Level 2 and 96% scored at Levels 3 and 4 in comparison with 98 English Proficient students tested of which 2% scored at Level 1, 7% scored at Level 2 and 91% scored at Levels 3 and 4. In Grade 5, 22 ELL students took the New York State Math Test. Of these students, 18% scored at Level 1, 32% at Level 2 and 50% scored at Levels 3 and 4 in comparison with 99 English Proficient students tested of which 0% scored at Level 1, 10% scored at Level 2 and 90% scored at Levels 3 and 4. These results indicated that the ELL students were in need of additional instruction in the content areas and scaffolding the content specific vocabulary necessary to express their thoughts in writing. In addition, we noticed that in Grade 4, ELL students out performed English proficient students on the New York State Mathematics Exam. These students were invited to attend our math afterschool program to provide additional support in addition to receiving academic intervention services in math to improve performance.

In the Spring 2007, Grade 3 NYS Math Test, of the 63 ELL students that took the test, 10% scored at Levels 1 and 2 and 90% scored at Levels 3 and 4 in comparison with 61 English Proficient students that took the test of which 0% scored at Levels 1 & 2 and 100% scored at Levels 3 & 4. In Grade 4, of the 43 ELL students that took the test, 16% scored at Levels 1 and 2 and 84% scored at Levels 3 and 4 in comparison with 71 English Proficient students that took the test of which 6% scored at Levels 1 & 2 and 94% scored at Levels 3 & 4. In Grade 5, of the 36 ELL students that took the test, 14% scored at Levels 1 and 2 and 86% scored at Levels 3 and 4 in comparison with 91 English proficient students that took the test of which 7% scored at Levels 1 & 2 and 93% scored at Levels 3 & 4. These results demonstrate a smaller gap between ELL and English proficient students in comparison with the spring 2006 Math scores. Continued support will be provided to these students via afterschool and academic intervention services since these have proven to work. Support will also be provided within the Push In model of instruction in small groups addressing the needs of ELL students.

Spring 2007 New York State Mathematics

Mathematics	Grade 3	Grade 4	Grade 5
English Proficient	61 (students)	71 (students)	91 (students)
Level 1 & 2	0%	6%	26%
Level 3 & 4	100%	94%	74%
ELLs	63 (students)	43 (students)	36 (students)
Level 1 & 2	10%	16%	14%
Levels 3 & 4	90%	84%	86%

Spring 2008 New York State Mathematics

Mathematics	Grade 4	Grade 5
English Proficient	71 (students)	71 (students)
Level 1 & 2	0%	4.2%
Level 3 & 4	100%	95.8%
ELLs	57 (students)	36 (students)
Level 1 & 2	7%	16.7%
Levels 3 & 4	82.5%	69.4%

This data is based on ELL students currently in grades 4 and 5 this school year. It does not include information regarding former students that have graduated.

An analysis of the New York State Mathematics Exam administered Spring 2008 indicates that a disproportionate amount of ELL students scored at Levels 1 and 2 on the test in comparison with English Proficient students. 7% of the ELL students currently in grade 4 scored at Levels 1 and 2 in comparison with 0% of English Proficient students. 82.5% of the ELL students currently in grade 4 scored at Levels 3 and 4 in comparison with 100% of the English Proficient students. In grade 5, 16.7% of the ELL students scored at Levels 1 and 2 in comparison with 4.2% of English Proficient students. 69.4% of the ELL students in grade 5 scored at Levels 3 and 4 in comparison with 95.8% of English Proficient students.

Has your LAP taken into consideration the students' level of literacy in the native language?

P.S. 160K has only one bilingual class, a Chinese Kindergarten. This is the only area where native language instruction takes place and it is done within the confines of the Bilingual Transitional Design. The languages spoken in our school are diverse and this makes it difficult to assess the student's native language literacy. Since there is no formal assessment available, our only source of information is what has been indicated on the home language survey form by the parents or through translation by other students or adults. The native language is used for ELL students in a monolingual setting during the push in/pull out ESL program. Wherever possible, bilingual dictionaries, bilingual books and peer translations or ESL teachers who speak another language are used to support the student's learning English by using the native language. These bilingual materials consist of picture cards and children's literature. We also provide translated vocabulary lists in the content area. Additional bilingual materials and visual aids are provided to these students in monolingual classes to assist them in acquiring the second language.

Academic Language Development Plan

As stated above, classes at P.S. 160K are heterogeneously grouped. Included in this grouping are an average of 12-16 ELL students with language proficiency levels ranging from beginning to advanced to help facilitate the "Push In Model" of Instruction. Academic language instruction is provided during the Literacy Block in small groups in order to support the ELL child using ESL methodologies. These include scaffolding language and providing background knowledge in small groups. Small group conferencing and graphic organizers are provided to the students as some of the ways to assist ELLs with writing in the content areas. Activities to develop content area vocabulary in conjunction with reading and writing are also utilized during instruction. The aim of this model is to aid the ELL pupils in becoming active participants in their classroom setting. P.S. 160K offers After School ESL Programs and Spring Break/Weekend Programs to ELL students in order to strengthen their academic language skills. Students participating in these programs are grouped homogeneously by language proficiency levels and by grade. In addition, ELL students are invited to attend any of the several content area afterschool programs which include but are not limited to Math, Science and Social Studies. Afterschool programs that help develop oral language skills are also offered to the ELL students.

IV. Goals/Planning/Implications

The implications based on the results of the NYSESLAT/LAB-R as well as the New York City and State Exams indicate that there is a need for improvement in the following areas:

- Instruction in expressive language and reading as well as instruction in the content areas particularly in Social Studies. Implementing the researched based program, On Our Way to English by Rigby, designed to meet the needs of the ELL child using nonfiction literature encompassing various content areas. This program follows the Balanced Literacy Workshop Model.
- Comprehension strategies focusing on higher order comprehension skills and strategies will be integrated into daily planning for ELLs
- Conducting Action Research with ELL students on how to improve comprehension through Accountable Talk.
- Differentiating Instruction for ELLs using programs such as Imagine Learning English
- Explicitly include academic language needed to navigate content area and other literature across the grades.
- Develop writing skills specific to the NYSESLAT
- Devise Thematic Curriculum Units in Kindergarten to grade 2 infusing ESL methodology across the curriculum.
- Activating prior knowledge through the use of Video Clips. Teachers can download these clips from websites in order to provide students with the necessary background information needed to improve language acquisition skills. The use of the Smart board will help scaffold instruction for ELL students.
- Analyze and share ELL data from various sources with all staff members in the school.
- Professional development and/or mentoring will be provided to new ESL teachers as well as classroom teachers and other support staff who work with ELLs needs to be strengthened to better serve their ELL students. Professional Development workshops will be provided during common preps, after school, and/or weekend seminars in the areas below:
 - CALLA
 - SIOP Model
 - Quality Teaching for English Learners (QTEL) – Building the Base II
 - Quality Teaching for English Learners (QTEL) Beginners
 - Language Proficiency Levels with Classroom teachers
 - Thematic Units
 - NYS English as a Second Language Standards
 - Newcomers in the classroom using Rigby Newcomer Kits and other supportive materials.

For schools that will receive Title III ELL Supplemental Services for 2009-2010:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1) (a)

Grade Level(s) Pre-K to 5__

Number of Students to be Served: 529 LEP: 529 Non-LEP: 307

Number of Teachers 8 ESL-1 Bilingual Chinese

Other Staff (Specify) Supervisors and Secretaries

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The total student enrollment at P.S. 160K is approximately students encompassing Pre-Kindergarten through Grade 5. Of those students, 529 have been identified as English Language Learners (ELL), 65% of the total student enrollment. As a result of an increase in our ELL population, there is a need for intensive instruction in reading and writing instruction as well in the content areas using ESL methodologies. There is a need to improve upon the existing ESL push in model of instruction that supports all ELL students during the regularly scheduled day. The school plan will include an after school program for ELL students in grades 2-5. The after school program will meet for one and 1/2 hours a day two days a week. The program will run for 36 sessions from November through April for a total of 54 hours. Four licensed ESL teachers will provide instruction to approximately 25 students. Students in this program are grouped by language proficiency levels. Small class sizes will allow teachers to better serve the needs of these students. Additional programs targeting ELL students will be conducted throughout the school year using other school funds. A Saturday Literacy for ELLs program will provide instruction to Student Newcomers, Intermediate and Advanced Leveled students in grades 3, 4 and 5. Other programs targeting ELL students will be conducted through other school funds. This program will meet on Saturdays from November through May.

Four licensed teachers will provide instruction to approximately 90 students. Both programs will employ the following researched based programs: On Our Way to English Newcomer Kits by Rigby, Windows to Literacy by National Geographic and NYSESLAT, Test Prep by Attanasio Publishers. Additionally, Imagine Learning English, a computer based program designed to meet the needs of ELL students will be used to provide differentiated instruction. This program includes data based on pre and post assessments as well as an ongoing tracking system for student progress. Staff development will be provided to key staff members who service these students so that they may use the data gathered from this program to guide instruction. These programs are based on vigorous research for ELLs and are aligned to State and National Standards. Additional programs in Computers, Math and Literacy will be scheduled in the fall and spring to give parents the opportunity to learn English in order to better assist their children. In addition, an ESL Book Club Program will meet Tuesdays and Thursdays from December through April to provide an opportunity for students to explore multicultural literature in various genres in greater detail employing ESL strategies.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

In order to provide teachers and staff responsible for the delivery of instruction and services to limited English proficient students, professional development will be provided monthly by members of the ESL Staff. In addition, the following workshops/presentations will be added to enhance our professional development program: Representatives from the Brienza Academic Achievement, Imagine Learning English, Acuity and Harcourt will be providing staff development to all staff members as throughout the school year. Lastly, in order to keep abreast of new research methodologies and programs designed for ELL’s, teachers will be encouraged to attend local and out of state professional conferences, workshops and institutes.

Professional Development Calendar 2009-2010

- September '09** **Planning Time during Professional Staff Development Days before the opening of the school year**
Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers
Brienza Academic Achievement Professional Development with Grade 1 classroom teachers and ESL teachers
Acuity/ARIS Professional development with all teachers on accessing and analyzing data

- October '09** **Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers**
Brienza Academic Achievement Professional Development with Grades K, 1 and 2 classroom teachers and ESL teachers

- November '09** **Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers**
Election Day – Professional Development for all staff members-Strategies to Improve accountable talk

December '09	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Harcourt Professional Development on Analyzing and Interpreting data from the results of the ELL Interim Assessment Professional Development on Imagine Learning English Technology Program- using data for instruction
January '09	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers
February '09	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Professional Development Workshop with Carl Anderson
March '09	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Professional Development Workshop with Carl Anderson
April '09	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Professional Development Workshop with Carl Anderson
May '09	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Professional Development Workshop with Carl Anderson
June '09	Evaluation of ESL Push-In/ Pull Out Program Setting Program Goals for the 2010-2011 school year

* ELL teachers and additional staff members working with ELL students will attend additional workshops for ELLS offered by NYC DOE Office of ELLs. All teachers will be offered the opportunity to attend upcoming Conferences such as NCEE, TESOL, SABE and QTEL.

Form TIII – A (1) (b)

School: Public School 160 BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$15, 040.00		
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 	\$15, 170.64	ESL Afterschool Programs Teachers 36 sessions x 1.5 hrs = 54 hrs 54hrs x \$49.72 = \$2, 684.88 \$2, 684.88 x 4 teachers = \$10, 739.52 4 teachers w/ fringe Supervisors 36 sessions x 2 hrs = 72 hrs 72hrs x \$51.33 = \$3,695.76 1 Supervisor w/ fringe
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$0	N/A
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$0	N/A

Educational Software (Object Code 199)	\$0	N/A
Travel		
Other	\$735.36	4 hrs per month x 6 months = 24 hrs x \$30.64 = \$735.36 (secretary) 1 Payroll Secretary w/ fringe
TOTAL	\$15, 170.64	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Demographic and enrollment data of the annual report indicates that ELL pupils are becoming a larger proportion of the student population of P.S. 160, thereby expanding the need for certified ESL and Bilingual teachers. Approximately 90% of the total school population speaks another language other than English at home. The languages spoken include but are not limited to Mandarin, Cantonese, Fukinese, Spanish, Urdu, Arabic, Polish, Russian, Bengali, Gujarati, Ukrainian, Vietnamese, Hindi, Amharic, Uzbek, and Romanian. The various cultures represented in the school are visible within the surrounding community as evidenced by local businesses, houses of worship, newspapers and community based organizations. As stake holders in the education of students of P.S. 160K we offer this crucial data in identifying a need for all parents to be fully informed in as many languages as possible.

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

See above

Part B: Strategies and Activities

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

At P.S. 160K, we special care in disseminating all principal's memo, newsletters, school policies and educational objectives in as many languages as possible. Presently, we have been able to translate this information in writing into Chinese and Spanish by our Parent Coordinator and our Bilingual and ESL Teachers. However, at PTA meetings, parent workshops/training and at the fall and Spring Parent Teacher Conferences, we have been able to offer oral translations in Chinese, Spanish, Russian, Polish, Arabic, Bengali, Urdu

and Gujarati. These translations were performed by parent volunteers, paras, student volunteers, volunteers from the Brooklyn Chinese Organization (BCA) a community based organization that provides an after school program for student in our school. All of these volunteers were proficient in these languages. Additionally, we offer simultaneous translations at major parent meeting through the use of translation units.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
See Above
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will continue to offer translations, both oral and written, in all major languages spoken by the families of our students.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$888,040.00	\$168,770.00	1,056,810.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,880.40		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1687.70	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$44,402.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$8,438.50	
6. Enter the anticipated 10% set-aside for Professional Development:	\$88,804.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$16,877.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parental Involvement Policy:

I. General Expectations

P.S. 160, The William T. Sampson School agrees to implement the following statutory requirements:

- P.S. 160, The William T. Sampson School, will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- P.S. 160, The William T. Sampson School, will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- P. S. 160, The William T. Sampson School, will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, P.S. 160 will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- P.S. 160, The William T. Sampson School, will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- P.S. 160, The William T. Sampson School, will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at P.S. 160
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - P.S. 160 will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 160, The William T. Sampson School, will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Administration, teachers and parents will discuss P.S. 160’s parental involvement plan on a monthly basis at School Leadership Team meetings and PTA Executive Board Meetings.
 - Outreach to parents will be provided by Parent Coordinator, Guidance Counselor, School Assessment Team, members of the Pupil Personnel Team, teachers, administrators and School Leadership Team (SLT) members.
2. P.S. 160 The William T. Sampson School, will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - A discussion of school review and improvement will be included in all P.S. 160 Parent-Teacher Association meetings.
 - Parents will be invited to participate in Community Board meetings which involve P.S. 160 school review and improvement.
3. P.S. 160, The William T. Sampson School, will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - Parent workshops in Literacy and Mathematics will be conducted three times per year.
 - Family Math and Literacy nights will be conducted to assist parents in working with their children in these areas.
 - Parents will be provided opportunities to participate in ESL classes and computer classes to assist them improving their skills in order to assist their children in their academic studies.
 - Translators will be provided in the dominant home languages for all parent meetings including Parent-Teacher Conferences.

4. P.S. 160, The William T. Sampson School, will coordinate and integrate Title I parental involvement strategies with parents under the following other programs: Learning Leaders, Family Arts Programs
5. P.S. 160, The William T. Sampson School, will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The School Leadership Team, the Executive Board of the PTA and the Parent Coordinator will evaluate these programs on a monthly basis. Learning Environment Surveys results will be reviewed by these parties with the goal of improving parent participation and communication.
6. P.S. 160, The William T. Sampson School, will build the school and parent/guardian capacity for strong family involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents/guardians of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. New York State’s academic content standards and achievement standards will be discussed at Parent Literacy and Math meetings, Family Curriculum meetings, Family Literacy and Math celebrations, Parent Teacher conferences and Open School events. Additional workshops, conducted by Learning Leaders and school Social Worker, will take place on a monthly basis to keep families informed of New York State’s academic content standards and achievement standards
 - ii. New York State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators will be communicated in Literacy workshops, family conferences, and parents will be provided any equipment or other materials that may be necessary to ensure success.
 - b. P.S. 160, The William T. Sampson School, will provide materials and training to help parents/guardians work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster family involvement, by: conducting parent/guardian ESL classes, computer classes and Family Lending Library.
 - c. P.S. 160, The William T. Sampson School, with the assistance of its families, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between family and school, by: conducting Family Celebrations such as, Publishing Parties and Family Read Days, Parenting Skills Workshops and presentations at Parent Teacher Association meetings. Additionally, faculty conferences and grade conferences will include information to support family outreach efforts and communication methods to increase family involvement.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Parents as Learning Leaders Program, and public preschool and other programs, and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in the education of their children, by: workshops conducted by Learning Leaders Program and Brooklyn Chinese Association affiliation, continuing our Family Lending Library, and Curriculum Workshops.
 - e. P.S. 160, The William T. Sampson School, will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All written communication will be

distributed in the major languages of the school. The Parent Coordinator will create a parent email distribution list to keep parents informed of important school announcements. A monthly Parent Newsletter will be created and distributed. It will be translated into the dominant languages spoken by our families. Families will be encouraged to access the school website at www.PS160.com.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- P.S. 160 will provide necessary literacy training for parents/guardians from Title I funds in the form of conferences, workshops, and classroom demonstrations and celebrations.
- P.S. 160 will pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.
- P.S. 160 will train parents/guardians to enhance the involvement of other parents through the Learning Leaders program.
- In order to maximize family involvement and participation in their children's education, P.S. 160 will arrange school meetings at a variety of times including mornings, afternoons, evenings and Saturdays.
- P.S. 160 will develop appropriate roles for community-based organizations and businesses, in parental involvement activities. We will continue a partnership with the Brooklyn Chinese Association which includes an after school program housed at P.S. 160 to support family need for after school child care and homework assistance.
- P.S. 160 will provide other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents/guardians of children participating in Title I, Part A programs, as evidenced by School Leadership team notes. This policy was adopted by P.S. 160 on September 29, 2009 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 20, 2009 via email and posting.

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include

other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 160, the William T. Sampson School, and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership that will help children achieve the State's high standards. This school-family compact is in effect during school year 2009-2010.

School Responsibilities

P.S. 160, the William T. Sampson School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences semiannually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 10, 2009, and March 16, 2010.
3. Provide parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parent Teacher conferences will be held twice per year. Parents unable to attend will be invited to make an appointment to meet with their child's teacher. Report cards will be distributed three times per year. Parents/guardians will have access to ARIS. Student assessments will be shared with parents/guardians. A family conference will be held for students experiencing difficulties in class and daily progress reports will be utilized for communication between parents/guardians and teachers.
4. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians as follows: Teacher meetings, other than Parent Teacher conferences, will be by appointment. Parents/guardians are welcome to email the principal or parent coordinator at any time.
5. Provide parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: All parents /guardians will be invited to join the Learning Leaders Program. Family involvement in classroom activities will include, but not be limited to: Publishing Parties, Family Read Days, Open School Week, Readers Workshop and Writers Workshop Open House, Curriculum Days, Family Math Game classes and Family Math Fun Nights, class trips and other learning celebrations.
6. Involve parents/guardians in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way through consultation with the School Leadership Team and Executive Board of the Parent Teacher Association.
7. Involve parents/guardians in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way. The School Leadership Team and Executive Board of the PTA will be consulted at monthly meetings.
8. Hold an annual meeting to inform parents/guardians of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents/guardians to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents/guardians, and will offer a flexible number of additional family involvement meetings, such as in the morning or evening, so that as many parent/guardians as possible are able to attend. The school will invite to this meeting all parents/guardians of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents/guardians of participating students in an understandable and uniform format, including alternative formats upon the request of parents/guardians with disabilities, and, to the extent practicable, in a language that parents/guardians can understand.
10. Provide to parents/guardians of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents/guardians, provide opportunities for regular meetings for parents/guardians to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent/guardian an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent/guardian timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent/Guardian Responsibilities

We, as parents/guardians, will support our children's learning in the following ways:

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

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need assistance or clarification.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
A review of all available data including NYS ELA, NYS Math, Fountas and Pinnell, Predictive Assessments, Interim Assessments, NYSESLAT, Testing Fundamentals, and teacher conference notes has been conducted. The school assessment team has agreed to formulate a document which integrates all available student data in order to get a more comprehensive picture of individual student progress.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. School goals include professional development to promote differentiated instruction. Extensive AIS and enrichment programs are in place.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. We conduct before school, afterschool and Saturday remedial and enrichment programs.
 - Help provide an enriched and accelerated curriculum. We have an enrichment program in math, strategic thinking and reasoning, literacy and science.
 - Meet the educational needs of historically underserved populations. We are developing curriculum to further meet the needs of our English Language Learners.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any. See our AIS programs listed below.

ELA:	Small group instruction – During the Instructional Day: Focus on Fluency, Foundations, Leveled Literacy Intervention(LLI), ERIC : Early Reading Intervention in Class Small group instruction – Before School/After school/ Saturday Literacy Plus English as a Second Language One-to-One instruction – During the School Day Wilson Great Leaps, Reading Recovery
Mathematics:	Small group instruction during school day. Math Plus - Saturday Strategic Thinking and Chess Club – Before the school day. Math Enrichment – before school
Science:	Environmental Club –small group work – before, during and after school Agriculture Club – After school
Social Studies:	History Club – after school Mythology Club – after school
At-risk Services Provided by the Guidance Counselor:	Small group and large group counseling sessions to initiate and reinforce social skills such as getting along, sharing, conflict resolution, Child Abuse Prevention Program (CAPP) and character education.
At-risk Services Provided by the School Psychologist:	One to One Counseling, classroom observations, intervention, family conferences, parent workshops
At-risk Services Provided by the Social Worker:	Classroom observation, intervention and individual counseling, family conferences and referral to outside agencies, parent workshops.
At-risk Health-related Services:	Open Airways Asthma Program Health Counseling – whole class and individual Follow up on students with 504s

3. Instruction by highly qualified staff. 100% of staff are Highly Qualified.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. See goal number one, two, three, and four.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
We have partnerships with local universities for student teachers which enables us to train teachers as highly qualified.
6. Strategies to increase parental involvement through means such as family literacy services.
See goal number 5.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
Assistants are placed in kindergarten classes to reduce the student to teacher ratio and assist with the transition of children to kindergarten.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
See goal number 4.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Our Pupil Personnel Team meets weekly to identify students in need of additional assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Administration oversees all programs required under NCLB.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement.
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: In Good Standing **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

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

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In the 2008-09 school year, our school engaged in a variety of activities to assess whether this finding is relevant to our school's educational program. Initially, we reviewed, assessed and revised previously prepared grade-level pacing calendars and curriculum maps on a school wide basis. In addition, we revisited and revised previously prepared standards-based units of study for each grade. These units of study in reading and writing cover the expectations for both the teachers' and students' roles in learning. We also conducted individual reading and writing assessments three times during the 2008-09 school year to determine student progress toward the standards. Our comprehensive ELA curriculum includes the seven areas of reading and five areas of writing as stated in the New York State ELA Standards. Therefore, we have determined that our school's curriculum is both vertically aligned across grade levels and horizontally aligned across classes on a single grade.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Curriculum maps and unit plans were created according to grade-level ELA standards. We looked at end-of-year student outcomes in each grade and created lessons to help teachers scaffold learning. Our data collection includes standards-based assessments in reading and writing at the beginning, middle and end of each year. In addition, teachers maintain portfolio-based assessments for each student. The final student portfolio travels with the student from grade to grade. Individual student goals are aligned with grade-level ELA standards.

Curriculum materials are in abundance. We have continually purchased the necessary materials for teacher and student use within each unit of study. Classroom libraries are age appropriate, leveled according to students' abilities, and are culturally relevant. There is a centrally located bookroom where teachers can gather leveled reading materials for small group instruction. In addition, a lending library of professional literature is available to our staff at all times.

Our school has a large English Language Learner (ELL) population. Students are serviced by ESL teachers who work alongside the teacher in the classroom as well as providing small group instruction outside the classroom to those students mandated for additional instructional time. Because ESL teachers push-in to classrooms and communicate and plan with classroom teachers on a continuing basis, their instruction is aligned with the New York State ELA standards as set out in our school's curriculum maps and unit plans. In addition, ESL teachers have presented professional development workshops to the staff to provide awareness of the New York State Learning Standards for ESL.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The finding is not applicable and therefore our school does not require additional support from central at this time in this area.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the

indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York State *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York State *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Helping students achieve the standards in math is our goal. Utilizing *Everyday Mathematics* Kindergarten to Grade 5 curriculum, we focus on the content strands in each unit. Teachers differentiate the process to help meet the children's needs in understanding and mastering a specific concept.

Teachers conduct whole class lessons and small group work focusing on content and needs. We incorporate Smart Board Technology, games that reinforce concepts and skills, and hands on manipulative materials. We have a push-in AIS Math teacher to support the process and understanding of various concepts in Grades Kindergarten, 4 and 5.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We work to align the New York State process strands for mathematics at all grades levels. Evidence that our methods are effective are reflected in our spring 2009 N.Y.S. Math scores. 100% of our Grade 3 students received a level 3 or 4; 95% of our Grade 4 students received a level 3 or 4; 96% of our Grade 5 students received a level 3 or 4.

All teachers in Grades Kindergarten through Grade 5 conference with students and assess student progress in an on-going process. Teachers record the individual student progress and identify any areas of need. Teachers utilize the Everyday Math End of Unit Assessment and create their own assessments based on student requirements to determine student progress.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers in our school use the workshop model in all ELA classrooms and, therefore, utilize both direct and indirect instructional methods of teaching. Lessons are presented to whole-groups, small-groups and individual students according to students' needs on a

daily basis. Focus walks as well as formal and informal classroom observations are frequently conducted by the administration in order to ensure that varied instruction is occurring in all classrooms.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Evidence to support the relevance of our findings can be observed in our practice of the workshop model in all classrooms. The workshop model provides a scaffold level of support for all students as teachers present whole-group, small-group and individual instruction. Small group and individual instruction is provided according to student needs and level of ability. In addition, students participate in student-directed activities such as independent reading and writing, partner reading, literature circles and writing response groups.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The finding is not applicable and therefore our school does not require additional support from central at this time in this area.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In addition to independent work and hands-on learning, P.S. 160 incorporates Smart Board Technology in every classroom.

Teachers provide small group instruction, conference and assess students on a 1:1 basis. Teachers keep updated conference notes and data on students' individual progress.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Evidence that P.S. 160 provides more than independent seat work, is the presence and use of Smart Board Technology in every classroom. Teachers incorporate games to reinforce concepts and skills. P.S. 160 provide AIS math teachers to work with small group. Math Enrichment Club meets twice a week from 7:15 AM to 8:20 A.M.. Students are encouraged to solve logic problems and use differentiated strategies. The Saturday Math AIS program focuses on student needs and individualize instruction to ensure student success. Students are encouraged to incorporate various strategies and explain their methods to peers in their group/class. Math Family Fun Nights are held four times per year. Families are encouraged to attend and participate in various math activities.

The presence of over 100 family members at each one of these events is further evidence that we provide other activities in our school.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

An audit of teacher turn over for 2008-2009 was conducted.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Since 2008, PS 160 hired one experienced ESL teacher to our staff to replace a staff member who relocated to another state. This was a quality of life issue and was not related to a high teacher turn over rate.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The finding was not applicable.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Information concerning professional development opportunities pertaining to the instruction of ELLs is made available at PS 160. Professional development opportunities are placed on a bulletin board in the main office and are also frequently forwarded by administrators over e-mail. The head of our ESL department often instructs the other ESL teachers to look at the Office of English Language Learners website to view the availability of upcoming workshops or professional development opportunities pertaining to ELLs.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Many teachers participate in professional development opportunities related to ELLs, demonstrating that such opportunities are communicated to the faculty of PS 160. Many teachers try to implement such subject matter into their teaching.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Finding is not applicable

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

ELLs' academic progress is monitored in our school. Progress in the classroom is recorded on an ongoing basis and records concerning such progress are maintained by both classroom teachers and the ESL teachers that service them. Such records are often shared between the two teachers. Data from formal ELL assessments is made available to classroom teachers. Results from NYSESLAT testing are distributed to classroom teachers once ELL results are made available to the school in the early fall. Detailed information concerning the NYSESLAT scores should be made more readily to the classroom teachers; although this information is somewhat limited as the NYSESLAT information that comes back to the school is often not terribly detailed and as such, makes it difficult for classroom teachers to ascertain much information

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All of the collected data would be available in the teachers' assessment binders.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 school year the special education staff met with the Administrator of Special Education who discussed the IEP process, SMART goals, performance indicators, answered questions and clarified procedures. The most difficult aspect of meeting the needs of our special education children is time to meet with the general education teachers. In the 2008-2009 school year, teachers were given copies of IEPS and met with providers during preps and personal time to discuss student plans and progress. Workshops and materials were provided to all teachers by the Supervisor of Occupational Services. He provided information regarding fine motor skills, sensory needs and techniques to use in the classroom to assist children with sensory processing disorders and weak fine motor skills.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Providers are invited to grade conferences and given time to meet with the teachers (general educations, ESL and clusters). The Administrator of Special Education schedules meetings with teachers to discuss IEPs and modifications for the classroom. We will provide workshops for teachers to discuss IEPs, the IEP process and how to modify their lessons to differentiate instruction.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A list was generated to ensure children were given their testing modifications during state tests. Throughout the school year, teachers were given the opportunity to send children to providers to administer classroom tests. There is a lack of alignment between goals, objectives and modified promotional criteria that are on the student's IEP due to the inflexibility of the standards set forth by New York State. There are no specific modifications in the standards for children with disabilities. Our school uses modified promotional standards based on performance indicators however it is not enough to accommodate our student's who have documented learning disabilities, developmental delays, emotional issues and home lives that are not conducive to learning. Our children with IEPs do not have significant behavioral issues that impede their learning and therefore behavior plans are not necessary at this time.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school uses modified promotional standards based on performance indicators. Student progress is discussed and reviewed at our weekly Pupil Personnel Team meetings. Each student discussed is assigned a case manager to follow up on progress and needs. Our children with IEPs do not have significant behavioral issues that impede their learning and therefore behavior plans are not necessary at this time.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Nineteen students attending P.S. 160 are currently living in temporary housing.

Please describe the services you are planning to provide to the STH population.

Students attending P.S.160 who reside in temporary housing are provided the following services:

Guidance Services

Attendance Outreach and Improvement Support

Academic Support and Enrichment Services

Parent Support and School Involvement Activities

Direct Student Support

1. Paying school related fees
2. School Trip fees
3. Personal supplies
4. Incentive programs to support attendance and academic improvement

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.