



**THE WILLIAM T. SAMPSON SCHOOL
P.S. 160 - K**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 15K160

**ADDRESS: 5105 FORT HAMILTON PARKWAY
BROOKLYN, NY 11219**

TELEPHONE: 718 - 438 - 0337

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 160 **SCHOOL NAME:** The William T. Sampson School

SCHOOL ADDRESS: 5105 Fort Hamilton Parkway, Brooklyn, NY 11219

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

SCHOOL CONTACT PERSON: Mrs. Margaret M. Russo **EMAIL ADDRESS:** Mrusso@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Maria Sparacio

PRINCIPAL: Mrs. Margaret Russo

UFT CHAPTER LEADER: Ms. Kontessa Drossos

PARENTS' ASSOCIATION PRESIDENT: Ms. Janeth Reyes

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** 410

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Mrs. Margaret Russo	*Principal or Designee	
Ms. Kontessa Drossos	*UFT Chapter Chairperson or Designee/ SLT Secretary	
Ms. Janeth Reyes	*PA/PTA President or Designated Co-President	
Ms. Michelle Liu	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Victoria Groccia	Member/ Teacher/ SLT	
Neelam Ng	Member/ Parent	
Miriam Quiles	Member/ Teacher/ ESL Coordinator	
Lourdes Roman	Member/ Parent	
Maria Sparacio	Member/ Teacher/ Chairperson	
Roopali Turner	Member/ Parent	
Kristin Wells	Member/ Teacher	
Julie Zhang	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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 900 students, of these, 569 (sixty-three percent) have been identified as mandated English Language Learners. Ninety-one percent of our students speak a language other than English at home. There are twenty-one languages spoken by the families of P.S. 160. The cultures represented in the school are 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 538 students in grades kindergarten through Grade 5, one Chinese Bilingual certified teacher servicing thirty-one students in kindergarten, one Special Education certified teacher servicing seven children in a third grade self-contained 12:1:1 and two teachers providing instruction in a Integrated Co- Teaching first Grade. A pedagogical staff of 33 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 Music, Visual Art, Drama, Science, and Technology. Pull-out/push-in services are provided by teachers in E.S.L., Literacy, Reading Recovery, Guidance, Speech and Early Reading Intervention in Classrooms. Three part-time teachers and two paraprofessionals provide at-risk intervention services. Two Reading Recovery teachers service Grade 1 at-risk students and two Special Education teachers instruct fifty-three SETSS students in either an I.E.P. mandated or at-risk format. 90% of our teachers have been trained in the Orton-Gillingham approach. The Orton-Gillingham methodology uses phonetics and emphasizes visual, auditory and kinesthetic learning styles.

Forty-eight 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, Literature Circle, Martial Arts, Math Enrichment, Music Memory, Mythology, School Newspaper, Science, Strategic Thinking and Chess and Student Council.

Additionally, we have after school literacy, and ESL instruction as well as Saturday Literacy classes for English Language Learners and Saturday Science and Math classes.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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:	The William T. Sampson School – P.S. 160				
District:	20	DBN #:	20K160	School BEDS Code:	332000010160

DEMOGRAPHICS									
Grades Served in 2009-10:	<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)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	36		96%	96%	97%		
Kindergarten	131	133	121						
Grade 1	139	151	130	Student Stability: % of Enrollment					
Grade 2	121	145	155	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	127	118	144		98%	92%	88%		
Grade 4	113	129	125						
Grade 5	106	112	135	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					95%	93%	93%		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					10	19	3		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					29	63	90		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	8	8	8	Principal Suspensions	5	3	2		
No. in Collaborative Team Teaching (CTT) Classes	0	0	6	Superintendent Suspensions	1	0	0		
Number all others	37	41	22						
<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)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10		
# in Trans. Bilingual Classes	26	29	24	CTE Program Participants	0	0	0	
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0	
# receiving ESL services only	414	463	504	Number of Staff: Includes all full-time staff				
# ELLs with IEPs	0		34	(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	55	62		
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	3	3	3	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	1		
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.2	100.0		
American Indian or Alaska Native	0%	0%	0%	Percent more than two years teaching in this school	66.1	64.3		
Black or African American	2%	2%	0%	Percent more than five years teaching anywhere	60.7	58.9		
Hispanic or Latino	20%	20%	18%					
Asian or Native Hawaiian/Other Pacific Isl.	67%	69%	70%	Percent Masters Degree or higher	86	80		
White	10%	9%	9%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.9	100.0		
Multi-racial			0					
Male	52%	51%	52%					
Female	48%	49%	47%					

2009-10 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 checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): In Good Standing	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	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**	Progress Target
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	5 of 5	6 of 6	1 of 1				

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.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	No Review
Overall Score	79.0	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 25% of the Overall Score)	19.0	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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?
-

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

P.S. 160 utilizes 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 teacher created rubrics within our writing curriculum. Our focus is on sharing knowledge of these assessment data systems with our AIS and ESL providers, as they also share AIS and ESL data with teachers 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 student's 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 50 minute extended day program where great care was taken to limit the number of participants to those who most greatly need small group instruction. Assessments are also used to build enrichment programs for high performing students.

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. A more comprehensive assessment system of student progress has been put into place utilizing a variety of formative and summative assessment tools in all subject areas. Teachers follow a data calendar to remain up to date on all data collection and analysis. Teachers meet regularly on grade level teams to discuss the implications of the data collected and to create lessons to address student needs.

An item analysis of the NYS ELA and Testing Fundamentals Pre-test revealed low student performance in the area of critical thinking and the ability to formulate and support opinions and ideas. Additionally, our many English Language Learners have difficulty comprehending the text due to a limited vocabulary. Thematic units of study have been created and are currently being implemented in grades K, 1 and 2 to support vocabulary development for our English Language Learners.

A review of school wide student baseline writing revealed a need to focus on enhancing student writing through incorporating supporting details. This resulted in a change in writing instruction across the grades. Writing Rubrics were created on each grade level and aligned with the Common Core State Standards. Continuous professional development on instructional strategies is provided to teachers as we incorporate these new rubrics into our writing curriculum.

Attending to the oral language needs of our English Language Learners, teachers focus on building critical thinking skills through the use of accountable talk strategies. Teacher created critical thinking rubrics are used for assessment and differentiated instruction.

Family involvement continues to be 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 choose not to participate. A variety of opportunities for family involvement is offered on a regular basis in order to encourage families to take a more active role in the school community.

The most significant barriers to the school's continuous improvement remain our large class size, severe overcrowding, lack of space to open more instructional rooms, and classroom teachers' understanding of and ability to impact the performance of their English Language Learners at multiple levels of language development.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

1. By June 2011, 50% of students in grades 3-5 scoring below 50% in critical thinking, as measured by the Testing Fundamentals Pre-Test, will show a 5% improvement in critical thinking as measured by the Testing Fundamentals Post-Test.

2. In order to develop school wide participation in the inquiry process, by June 2011, 100% of teachers will demonstrate proficiency in the use of formative and summative data to plan and implement differentiated instruction for a targeted group of students as measured by the completion of initial, middle and end progress monitoring documents.

3. By June 2011, 100% of classroom teachers will show proficiency in analyzing student data and using it to drive instruction in a systematic and timely manner as measured by the completion of data analysis documents. This goal builds upon the professional development of teachers in 2009-2010 in the analysis and use of data.

4. 20% of grade one English Language Learner students (ELLs), at the intermediate and advanced level as measured by the 2010 New York State English Second Language Achievement Test (NYSESLAT) will move up one proficiency level in the reading and writing strands of the 2011 NYSESLAT. This 20% represents 10 students.

5. By June 2011, opportunities for family involvement will increase by 10%, as measured by a comparison to 2009-2010 opportunities for family involvement. This represents an additional ten opportunities for family involvement.

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 2010-11 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, PLA, 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 #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 50% of students in grades 3-5 scoring below 50% in critical thinking, as measured by the Testing Fundamentals Pre-Test, will show a 5% improvement in critical thinking as measured by the Testing Fundamentals Post-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>Additional instruction and support will be provided to targeted students in grades 3-5 in the form of small group instruction based on identified skill needs. This instruction will be given by classroom teachers and AIS providers. <u>Target Population:</u> Students in grades 3-5 scoring below 50% in Critical Thinking on the Testing Fundamentals pre-test. <u>Responsible Staff Members:</u> Classroom teachers along with additional AIS literacy support personnel. <u>Implementation Timeline:</u> September 2010-June 2011. <u>Monitor and Revise:</u> Nov. 2010, Jan 2011, March 2011, May 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Teachers' Salaries: \$1,005,326. TL FSF \$56,370. TL DRA Stabilization \$15,439. TL One Time allocation \$71,809 Title I ARRA Supplemental \$75,618 Title I SWP</p>

Indicators of Interim Progress and/or Accomplishment

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

Initial Indicator: Sept. 2010

September 2010 Testing Fundamentals pre-test.

Instrument of Measure:

May 2011 – Testing Fundamentals post-test

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

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>20% of grade one English Language Learner students (ELLs), at the advanced and intermediate level as measured by the 2010 New York State English Second Language Achievement Test (NYSESLAT) will move up one proficiency level in the reading and writing strands of the 2011 NYSESLAT.</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>ESL Teachers of grade one ELL students will incorporate specific instruction focused on meeting the reading and writing requirements of the K-1 band of the NYSESLAT into their small group instruction of students on a continual basis throughout the year. ELL advanced level students in grade one will be invited to a Saturday program which will target instruction focused on meeting the reading and writing requirements of the K-1 band of the NYSESLAT. Professional development will be provided to grade one teachers on the structure of the NYSESLAT. <u>Targeted Population:</u> ELL Students in grade one <u>Responsible Staff:</u> ESL teachers of grade one AIS providers Grade one classroom teachers ESL Coordinator <u>Implementation Timeline:</u> September 2010 – May 2011 <u>Monitor and Revise:</u> Nov. 2010, Jan. 2011, Mar. 2011, May 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Teacher Salary: \$71,809 TL Teacher Per Session (66 hours X\$49.72): \$3,282. Title III Supervisor Per Session (66 hours X \$51.33): \$3,388. Title I SWP Instructional Materials (Obj. Code 130): \$1,000. Title III</p>

Indicators of Interim Progress and/or Accomplishment

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

Initial Indicator: Student performance on the Spring 2010 NYSESLAT

Instrument of Measure: Student performance on the Spring 2011 NYSESLAT

Professional Development agendas and attendance logs

Subject/Area (where relevant): Family Involvement

<p>Annual Goal #5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, opportunities for family involvement will increase by 10% as measured by a comparison to 2009-2010 opportunities for family involvement.</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>Additional opportunities for family involvement during the school day, evenings and weekends will be offered on a monthly basis to all PS 160 families. Information regarding these opportunities will be disseminated through flyers, our school website and email to families. These opportunities will include family trips, Multicultural Nights, Family Literacy and Math Nights, Saturday Arts programs, Evening Arts programs, Parent/ Guardian ESL and Computer classes</p> <p><u>Target population:</u> All families of PS 160 students.</p> <p><u>Responsible staff members:</u> Administration, Parent Coordinator, all classroom and OTP teachers.</p> <p><u>Implementation timeline:</u> Sept. 2010 – June 2011</p> <p><u>Monitor and Revise:</u> Nov. 2010, Jan 2011, Mar. 2011, May 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Teacher Per Session: (655 Hours X \$49.72) \$32,567 Title ISWP Supervisor Per Session: (87 Hours X \$51.33) \$4,466. Title I SWP Teacher Per Session: (24 Hours X \$49.72) \$1,193. Title III Supervisor Per Session: (24 Hours X \$51.33) \$1,232. Title III Family Trips: \$10,000 Title I SWP General Supplies: \$1,000. Title I SWP General Supplies \$500. Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><u>Indicators of Progress:</u> <u>Initial Indicator:</u> September calendar published on school website.</p> <p><u>Instrument of Measure:</u> Monthly family calendars highlighting opportunities for family involvement.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

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	2	2	3	
1	33	0	N/A	N/A	2	0	2	2
2	39	0	N/A	N/A	2	0	1	2
3	79	7	N/A	N/A	6	3	4	
4	107	48	22	7	2	2	2	
5	82	39	5	5	7	0	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:	Wilson – one-to-one phonics-based program, Orton Gillingham methodology, LLI and ERIC – small group literature-based AIS – Grade 3-5 – Testing Fundamentals – literature based and explicit strategy instruction Reading Recovery – one-to-one instruction in alphabet, fluency, comprehension and reading achievement.
Mathematics:	After school program for grade three students twice per week to provide remedial instruction. Before school grade four and grade five students twice per week to provide enrichment and critical thinking skills. Saturday program to provide instruction to grade three and grade four students. Strategic Thinking and Chess Club – Before the school day
Science:	Small group instruction for 4th grade students during extended day and on Saturdays. Environmental Club – After school Agricultural Club – After school
Social Studies:	History Club – after school Mythology Club – after school
At-risk Services Provided by the Guidance Counselor:	Active listening skills, time management behavioral skills in class that help student improve classroom behavior, which leads to better understanding to what her/his teacher is trying to teach - 1X1X30 on Wednesday
At-risk Services Provided by the School Psychologist:	At-risk counseling (individual, group and family) Educational related services (ERSS)
At-risk Services Provided by the Social Worker:	At-risk counseling (individual, group and family) Educational related services (ERSS)

At-risk Health-related Services:

**Speech and Language Intervention
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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Section II. Title III, Part A LEP Program Narrative

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 3-5

Number of Students to be Served: 120 LEP

0 Non-LEP

Number of Teachers 4 ESL teachers Other Staff (Specify) 1 Supervisor and 1 Secretary

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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 **900** students encompassing Pre-Kindergarten through Grade 5. Of those students, 569 have been identified as English language Learners (ELL), 63% 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 as well as in the content areas using ESL methodologies. Instruction in all Title III programs will be provided in English with native language support. Supplemental instruction for ELLs is needed in order to improve achievement. The school plan will include an ESL after school program for ELL students in grade 3-5. The after school program will meet for one and a half hours a day two days a week. This program will run for 40 sessions from October through April for a total of 60 hours. One certified ESL teacher will provide instruction to approximately 20 students. Students in this program are grouped by language proficiency levels. This program will employ the following researched based programs: On Our Way to English by Rigby, Windows to Literacy by National Geographic and content based materials front loading vocabulary such as Benchmark Explorers will be employed to address the needs of Newcomer and Beginning Language Proficiency Level students. Bilingual materials such as bilingual dictionaries, picture dictionaries and literature will be used to provide native language support for ELLs. Our ELL students demonstrate a need in the areas of vocabulary comprehension, critical thinking skills and writing. The research based program, RIGOR, as well as content based materials such as English Explorers with Vocabulary Content Language will be used to develop language and vocabulary in the content areas. These programs are based on rigorous research for ELLs and are aligned to State and National Standards. NYSESLAT test prep materials will be employed in order to prepare the students for the NYSESLAT exam. In addition, staff development will be provided to staff members who service these students so that they may use the data gathered from this program to guide instruction. The Imagine Learning computer assisted program will also be used in the after school program. This computer program was implemented last year to provide support in all four modalities, listening, speaking, reading and writing and will continue to be employed this year in the program. This computer program will be used in the ESL after school program.

A NYSESLAT test prep program will be conducted during the spring. This program will meet three hours a day for three sessions in April during the Spring Break to help students prepare for the NYSESLAT. This program will run for a total of nine hours. Four certified ESL teachers will provide instruction to approximately 40 students in grades 3-5.

Research has shown that parent involvement is key to student success. Parent ESL classes will be offered to parents of ELL students in grades K-5. This program will provide adult basic literacy skills as well as provide parents the opportunity to improve their

communication skills in English. These parent classes will be held once a week for an hour and a half during the evening from November to May. These 20 sessions will total 30 hours. One certified ESL teacher would provide instruction.

The student population at P.S. 160 is culturally diverse. Opportunities to share these diverse cultures and celebrate our similarities and differences are afforded through events such as the Multicultural Festival. During this event families bring in their favorite foods from their country. Food, music and dancing unite families. Multicultural arts and crafts games and activities are also a part of this event. Prizes are given to each family at the end of each event. Our school provides paper goods, serving utensils, decorations and prizes for each family. A total of 3 Multicultural Festivals are scheduled to be conducted during the 2010-2011 school year. These are held in November, March and May. Approximately 200 ELL families attend this event. Fifteen teachers and one supervisor participate in these events. These staff members are involved in the preparation and planning of this event. Each staff member works 5 hours per session to assist in performing various tasks throughout the evening. Supplies and materials are purchased for these events. These include paper goods, serving utensils, and gifts.

Public School 160 provides our ELL students and parents with many opportunities to participate in various programs.

The following programs are offered to all our students and/or parents, but do not utilize Title III funds. Other school funds are used for these programs. A Saturday Literacy for ELLs program provides instruction to Newcomer students, Intermediate and Advanced Leveled students in grades 3, 4 and 5. This program meets on Saturdays from November through May. Four licensed Common Branch teachers provide instruction to approximately 90 students. This program employs the following researched based programs: On Our Way to English Newcomer Kits by Rigby, Windows to Literacy by National Geographic and NYSESLAT, Test Prep Materials. Bilingual materials such as bilingual dictionaries, picture dictionaries and literature are used to provide native language support for ELLs. Additionally, Imagine Learning English, a computer based program designed to meet the needs of ELL students is 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. These programs are based on rigorous research for ELLs and are aligned to State and National Standards. ELL students are also afforded the opportunity to participate in the Literacy and Math Plus after school programs. Creativity is fostered through the various enrichment programs offered at Public School 160. These enrichment programs include the Environmental Club, Math Club, Mythology Club, Chess Club, History Club, Gardening Club, Martial Arts Club, Art Club, Drama Club, Dance Club, Saturday Band and Violin Program and the Glee Club. Additional programs in Computers, Math and Literacy are scheduled in the fall and spring to give parents the opportunity to learn English in order to better assist their children. Parental involvement activities include the following: Multicultural Food Festival, Family Movie Night, Family Math Night, Parents as Arts Partners, Ballroom Dancing Classes for parents and Caretakers Recognition Breakfast. Ongoing informational sessions are provided throughout the school year. Topics include but are not limited to literacy and math curriculum, ARIS training, Learning Leaders workshops, Parenting Skills and ESL Curriculum Parent Workshops.

Additional Staff:

A supervisor will be available onsite during the Title III ESL after school program, Cheerleading Club and the Parent ESL and Computer Programs. This supervisor will be responsible for coordinating and monitoring Title III programs. In addition to supervising students and staff members in these programs, supervisors will provide staff development and observe staff members in these programs. Observations will be used to provide support to staff members. In addition, parental support will be provided to those parents attending the Parent ESL class. A secretary will be responsible for distributing and collecting any Title III Program letters as well as keeping a log of parental responses. This secretary will also be responsible for disseminating any information related to these Title III Programs. She will also be responsible for creating and disseminating invitations to our Parent Involvement activities. In addition, the secretary will also be responsible for completing payroll for staff members involved in Title III programs.

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 keep abreast of new research methodologies and programs designed for ELLs, teachers will be encouraged to attend local and out of state professional conferences, workshops and institutes. These conferences include, but are not limited to, TESOL Conference, NABE, SABE, BETAC workshops, ESL workshops and institutes.

ESL teachers will research and develop specific instructional strategies focused on addressing the need for improvement on the reading and writing strands of the NYSESLAT exam. These strategies will be aligned to the curriculum. This planning time will be held after school from December to June. Twelve sessions will be held for a total of 24 hours.

Section III. Title III Budget

School: _____ **BEDS Code:** _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum)

development contracts.		enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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, Vietnamese, Hindi, Uzbek, Albanian, Cham, Farsi, Hungarian, Kanarese, and Philipino. 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. Findings were reported to the school community in PTA meetings and our school web site.

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 take special care in disseminating all principal memos, 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 are performed by parent volunteers, paraprofessionals, student volunteers and 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 are proficient in these languages. Additionally, we offer simultaneous translations at major parent meetings 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$805,617.	\$176,377.	\$981,994.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,056.	\$1,764.	\$9,820.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$40,280.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$80,562.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ___100%_____
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS160K, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS160K's policy is designed to keep families informed by actively involving them in planning and decision-making in support of the education of their children. Families are encouraged to actively participate on the School Leadership Team, Parent-Teacher Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS160K will support parents and families of Title I students by:

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

PS160K's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this Parent Involvement Policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS160K's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS160K will:

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

PS160K will further encourage school-level parental involvement by:

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

Explanation – 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 which is available in the nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS160K, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Family Compact to strengthen the connection and support of student achievement between the school and the families. PS160K staff and the families of students participating in activities and programs funded by Title I, agree that this Compact outlines how families, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-family partnership will be developed to ensure that all children achieve State Standards on assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents/guardians during the school year (e.g., Open School Week).

Provide general support to parents/guardians by:

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

Parent/Guardian Responsibilities:

- Monitoring my child's attendance and ensuring that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensuring that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Checking and assisting my child in completing homework tasks, when necessary;
- Reading to my child and/or discussing what my child is reading each day (for a minimum of 15 minutes)
- Setting limits to the amount of time my child watches television or plays video games;
- Promoting positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encouraging my child to follow school rules and regulations and discussing this Compact with my child;
- Volunteering in my child's school or assisting from my home as time permits;
- Participating, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
 - responding to surveys, feedback forms and notices when requested;

- becoming involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participating in or requesting training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- taking part in the school’s Parent-Teacher Association or serving to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- sharing responsibility for the improved academic achievement of my child;

Student Responsibilities:

- Attending school regularly and arriving on time;
- Completing my homework and submitting all assignments on time;
- Following the school rules and being responsible for my actions;
- Showing respect for myself, other people and property;
- Trying to resolve disagreements or conflicts peacefully; and
- Always trying my best to learn.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by __November 23, 2010__ on _____.

This Parent Involvement Policy was updated on __November 1, 2010_____.

The final version of this document was distributed to the school community on __December 8, 2010____ and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.
See pages 11 and 12.
2. Schoolwide reform strategies that:
 - a) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. See pages 25 and 26
 - b) use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. See pages 15 and 19
 - o Help provide an enriched and accelerated curriculum. See page 15
 - o Meet the educational needs of historically underserved populations. See page 15 and 19
 - o 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.
See page 15
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
100% of teachers at P.S. 160 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. Teachers are provided with one 50 minute period per week for professional development in addition to being encouraged to seek opportunities outside of school for professional development. Representatives are sent to the ASCD Conference and the NCEE conference. Our Network CFN 410 provides monthly professional development opportunities for staff members.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
We have a partnership with the College of Staten Island (CUNY) and Brooklyn College (CUNY) to provide training for student teachers and student observers.
6. Strategies to increase parental involvement through means such as family literacy services.
We offer ongoing opportunities for authentic family involvement as well as family literacy, ESL and computer courses.

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.
Families of incoming kindergarten students are offered an on-site orientation to assist in the transition of their children from other programs or other countries. Family workshops are offered monthly to provide guidance in parenting skills.
8. Measures to include teachers in 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.
Professional development will include looking at student work and assessing student progress, Teachers will collaborate on choosing instruction to meet students' needs.
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.
Pupil Personnel teams will meet weekly to review students who are experiencing difficulty mastering academic achievement. A case manager will be assigned. Programs will be developed to support student achievement and the case will be reviewed after six weeks.
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.
Information will be disseminated to all families regarding services available from federal, state and local programs.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$67,671	X	5, 15, 17, 18, 21, 25
Title I, Part A (ARRA)	Federal	X			\$148,156	X	5, 15, 17, 18, 21, 25
Title II, Part A	Federal	X			\$204,649.	X	5, 25
Title III, Part A	Federal		X				
Title IV	Federal			X		N/A	
IDEA	Federal		X				
Tax Levy	Local	X				X	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: _____

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: 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.)
No students currently in attendance are identified as Students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
Students in Temporary Housing will be provided with counseling services, academic intervention programs, transportation assistance and outreach by Guidance Counselor and Parent Coordinator.

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.
 - 1) Academic programs and educational support services
 - 2) Basic/emergency supplies
 - 3) Counseling services
 - 4) Parental involvement
 - 5) Intervention programs
 - 6) Transportation once the student is permanently housed
 - 7) Outreach efforts to identify the STH population and help them
Access school programs

8) Data collection to assess the needs/progress of STH

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 160 William T. Sampson					
District:	20	DBN:	20K160	School		332000010160

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	36	36		96.0	96.4	97.0
Kindergarten	133	121	130				
Grade 1	151	130	151	Student Stability - % of Enrollment:			
Grade 2	145	155	152	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	117	144	160		92.9	90.5	87.7
Grade 4	129	125	140				
Grade 5	112	135	127	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		82.4	92.9	92.9
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)	2007-08	2008-09	2009-10
Grade 11	0	0	0		10	19	9
Grade 12	0	0	0				
Ungraded	1	0	2	Recent Immigrants - Total Number:			
Total	824	846	898	(As of October 31)	2007-08	2008-09	2009-10
					29	63	90

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	7	8	7	Principal Suspensions	5	3	1
# in Collaborative Team Teaching (CTT) Classes	0	6	0	Superintendent Suspensions	1	0	0
Number all others	35	31	43				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	29	24	TBD	Number of Teachers	56	56	61
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	9	7
# receiving ESL services only	463	503	TBD				
# ELLs with IEPs	0	38	TBD	Number of Educational Paraprofessionals	3	1	8

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.2	100.0	98.3
				% more than 2 years teaching in this school	66.1	64.3	88.5
				% more than 5 years teaching anywhere	60.7	58.9	67.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	80.0	90.2
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	96.9	100.0	94.2
Black or African American	2.3	0.9	1.3				
Hispanic or Latino	19.9	18.9	18.9				
Asian or Native Hawaiian/Other Pacific	69.2	70.6	71.7				
White	8.6	9.3	7.9				
Male	50.6	52.1	52.3				
Female	49.4	47.9	47.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	v	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	44.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 410	District 20	School Number 160	School Name William T. Sampson
Principal Margaret Russo		Assistant Principal Kathryn Anderson/Margaret Hamd	
Coach Vicki Rogers		Coach Kristin Wells	
Teacher/Subject Area Miriam Quiles		Guidance Counselor type here	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	7	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	904	Total Number of ELLs	569	ELLs as Share of Total Student Population (%)	62.94%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. When a new admit enrolls in a New York City Public School, the parent is given a Home Language Survey form included in their registration application. This Home Language Survey form is provided in their native language. A trained certified pedagogue assists the parent in filling out this form. Translators are provided whenever necessary. While the intake process is conducted by a trained pedagogue, the translation is done by either a trained bilingual pedagogue, our trained bilingual parent coordinator or the translation unit as needed. After the parent fills out the form, an interview is conducted by a trained pedagogue. Both the student and the child are interviewed in order to determine what language the child speaks at home. Once the trained pedagogue gathers the Home Language Survey Form and conducts the oral interview, the OTELE code is indicated on the HLIS form by this pedagogue. This form is then given to our school Pupil Accounting Secretary who enters the language in ATS. If a parent indicates a language other than English and the certified pedagogue conducting the interview determines that the language indicated by the parent does not reflect the child's dominant language, a notation is indicated on the Home Language Survey form of such occurrence. The intake process is conducted by a trained certified pedagogue. If a language other than English is indicated on the Home Language Survey form by the trained certified pedagogue, the Revised Language Assessment Battery Test (LABR) is used as the formal initial assessment. This assessment is used to determine eligibility for ELL services. After administering the LABR, the test is hand scored using the cut scores indicated on the LABR memorandum to determine the level of proficiency for these students. These hand scored results are documented and maintained at the school level prior to submission to the scan center. For those students whose Home Language Survey indicates Spanish and have been determined as eligible for services, the Spanish LAB is administered to determine language dominance. This assessment is only administered once at the time of initial identification. The identification and placement process are conducted within the first ten school days of enrollement. In order to ensure that all the appropriate new admit students are tested, ATS reports are generated. The Revised LAB Eligibility Roster (RLER) identifies any new admit eligible for the LABR administration. This report accounts for all new entrants in a New York City Public School that has a language other than English as indicated on the Home Language Survey Form. In the Spring, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered as a post assessment in order to determine the student's level of proficiency in English and continued eligibility of ELL services for the following school year. The RLER reports in ATS are used to ensure that all students eligible to take the NYSESLAT are identified.

2. If a student is identified as eligible to receive ELL services as determined by the LABR, an invitation to the Parent Selection Orientation meeting for Identification and Placement of ELLs will be sent to the parents or guardians of these students. This Parent Orientation meeting is conducted by the ESL Coordinator or a trained certified ESL or Bilingual teacher. Interpreters are made available during this meeting. Translation unit services are provided to those parents for whom we do not have a translator available on the premises. Prior to commencement, parents are instructed to sign in and a Parent Orientation Meeting Agenda, Parent Survey/Program Selection Form and the Parent Brochure (A Guide for Parents of English Language Learners) are distributed in their native language. During this meeting, an administrator welcomes parents and an explanation of the purpose of this meeting is provided. CR Part 154 and Title III regulations are explained. This information includes the identification process of ELLs as well as the formation of bilingual classes in Grades K-8 where there are 15 or more students on a single grade or in two contiguous grades speaking the same language. Information regarding the number of minutes of service required under these regulations for students at the Beginning, Intermediate and Advanced Level of proficiency is also provided. If there are not enough students to form a bilingual class, parents are also informed of the option to transfer their child to another school within the district. However, if parents reject the transfer, students will remain in our school and receive ESL instruction. Additionally, parents are informed that the program selection is for one school year and that in the Spring the NYSESLAT is used to determine continued eligibility for the following school year. Parents are also told that if their child continues to be eligible for services the following school year based on the results of the NYSESLAT administered in the Spring, they will receive a Continuance Form and at that time can indicate their program of choice for the new school year. Failure to return the Program Selection Form within the first ten school days will be considered a selection of a Transitional Bilingual Program. Parents are also informed that research shows ELL students who stay in one program perform better academically than those who switch between programs from year to year. An explanation of federal funding under Title III and the availability of supplemental services provided particularly for ELLs and parents of ELLs is provided. After this information is presented, parents are given the opportunity to view the Orientation Video for Parents of ELLs in their native language. This video provides parents with the information necessary regarding all Bilingual and English as a Second Language Programs available in the New York City Public Schools so that they may make an informed decision. After the video presentation, opportunities for any further questions or clarifications are provided. The parents fill out the parent selection forms and trained ESL teachers are made available to ensure that all forms have been completed and collected. Due to a high number of immigrant families that work long hours, parents are contacted by phone to schedule make-up sessions. These sessions are conducted by a trained pedagogue. The sessions are offered before, during and after school in a one to one format so that we may accommodate our parents

and their schedules. Contact logs are kept on file. Identification and placement are conducted within the first ten school days.

3. Parents fill out the parent selection forms during the parent orientation meetings or in a makeup session. Every attempt is made to reach out to those parents who have not returned the form. Outreach and makeup sessions are conducted by trained pedagogues to ensure accurate completion and collection of the forms. Due to a high number of immigrant families working long hours, parents are contacted by phone to schedule make up sessions. The sessions are offered before, during and after school in a one to one format so that we may accommodate our parents and their schedules. Telephone contact logs are kept on file. Parents are also informed if they do not return the parent selection form it will be considered a choice of a Transitional Bilingual Program. A checklist of parent selection forms for all ELL students is kept on file to monitor and ensure that all parents of ELLs return the forms. Parents are also given a parent selection form, and a parent brochure as well as provided with the opportunity to view the Orientation Video for Parents of ELLs. All information regarding identification and CR Part 154 regulations as well as Title III Programs are explained in detail as indicated in question 2 during make up sessions. Ongoing parent orientation meetings are conducted as needed whenever new admits are identified as ELL students using the process described above.

4. Once all Parent Selection forms are collected, the parental choice is documented on a checklist. The checklist includes the child's home language as well as the program choice. This checklist is used to ensure that all forms have been collected and monitors program choices. The total number of parents that chose a TBE program on all grades are tabulated. If a single grade or two contiguous grades are found to have 15 or more students whose parents chose a TBE program in a particular language, a bilingual class is formed. Currently we have a TBE Chinese Bilingual Program in Kindergarten. Parents who chose this program are informed via letter of the official date of transfer into the bilingual class.

5./6. In the past few years, there has been an increase in the overall student population. This has led to overcrowded classrooms across the grades. In order to address this ongoing overcrowding issue at P.S. 160, an Annex to our school building is expected to be completed by the year 2012. In the interim, for the past three years Kindergarten students placed on a waiting list are transported to another NYC Public School for instruction. However, this school year a continual growth in the overall school population has resulted that students in Grades Kindergarten, One and Five be transported to other NYC Public Schools. Additionally, many of our ELL students are transient traveling back and forth to their native country or another US state. Many of the students whose parents chose a TBE program speak a Chinese dialect, the most dominant of which is Mandarin. These events impact our Bilingual and ESL programs. Last year 8% of our ELL students had parents who chose a TBE program as their choice. However, there were not enough students at the time on a particular grade or two contiguous grades to form a TBE program. These parents were offered and rejected a transfer to another NYC Public School within the district. Communication is maintained every year with these parents to ensure their continued program choice. These parents are contacted to determine whether they would like to continue with their program of choice as indicated on the Parent Selection Forms from the previous school year. The parents indicate on the continuance form their program choice for the new school year. If a TBE program is chosen parents also indicate whether they would like their child to participate in a TBE Bridge Class. This information has been updated on the current ELL Parent Selection/ Continuance Form checklist. As a result the following information has been determined for this school year:

In addition to the current class register of 31 Bilingual Chinese students in our TBE Chinese Bilingual Class, six more students have been enrolled and identified as ELLs whose parents chose a TBE program. Of these six students none of the parents chose a bilingual bridge class. Four of these Kindergarten students speak Mandarin, one speaks Cantonese and one speaks Fukchow. In Grade One, there are 17 ELL students whose parents chose a TBE program. Of these 17 students, 4 parents chose a bilingual bridge class (these parents did not want a K-1 Bridge Class, but would like a 1-2 Bilingual Bridge class), 13 parents did not want their child to be placed in a bilingual bridge class. Of these students, 15 students speak Mandarin, one student speaks Cantonese and one student speaks Fukchow. In Grade 2 a total of 15 parents of ELL students chose a TBE program. Of these 15 students, 7 parents chose a TBE Bridge program and 8 parents did not want their child placed in a TBE Bridge class. Of the 15 students, 14 speak Mandarin and one students speaks Fukchow. In Grade 3, there are 11 ELL students whose parents chose a TBE program. Of these 11 students, 6 parents would like their child placed in a TBE Bridge class and 5 parents do not want their child in a TBE Bridge class. All 11 students speak Mandarin. In Grade 4, there are 4 ELL students whose parents chose a TBE program. Of these 4 students, all parents would like a TBE Bridge class. Of these 4 students, 3 speak Mandarin, one speaks Cantonese. In Grade 5, 8 ELL students whose parents chose a TBE program. Eight parents chose a TBE bridge class. Of these 8 students, 6 students speak Mandarin and the remaining two students speaks Fujianese and Fukchow. Current class registers on all grades makes it difficult to form TBE classes as the remaining students would need to be placed in monolingual classrooms that are already overcrowded and exceed contractual limits. Forming these TBE classes would result in some grades to show a further increase in class registers at our school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	4	5	6	6	5	4	0	0	0	0	0	0	0	30
Total	5	5	6	6	5	4	0	0	0	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	569	Newcomers (ELLs receiving service 0-3 years)	408	Special Education	34
SIFE	35	ELLs receiving service 4-6 years	138	Long-Term (completed 6 years)	23

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	31	0	1	0	0	0	0	0	0	31
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	398	5	11	139	0	17	1	0	1	538
Total	429	5	12	139	0	17	1	0	1	569

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	31	0	0	0	0	0	0	0	0	0	0	0	0	31
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	31	0	31											

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish	0	0	0	0	0	0	0	0	0	0	
Chinese	0	0	0	0	0	0	0	0	0	0	
Russian	0	0	0	0	0	0	0	0	0	0	
Korean	0	0	0	0	0	0	0	0	0	0	
Haitian	0	0	0	0	0	0	0	0	0	0	
French	0	0	0	0	0	0	0	0	0	0	

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	19	16	18	18	7	4	0	0	0	0	0	0	0	82
Chinese	44	87	87	75	70	45	0	0	0	0	0	0	0	408
Russian	1	3	2	3	1	0	0	0	0	0	0	0	0	10
Bengali	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Urdu	0	2	3	1	1	0	0	0	0	0	0	0	0	7
Arabic	1	1	1	2	3	0	0	0	0	0	0	0	0	8
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	3	3	2	2	0	0	0	0	0	0	0	0	0	10
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	5	0	2	2	1	0	0	0	0	0	0	0	10
TOTAL	68	117	113	105	85	50	0	538						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1a./1b.

P.S. 160K implements the New York City Comprehensive Approach in Balanced Literacy and Mathematics. All classes at P.S. 160K are heterogeneously grouped. A total of 538 ELL students are serviced in ESL. There are seven certified ESL teachers and one Bilingual Licensed Teacher with a Masters in English as a Second Language and passing scores on the LAST, ATS-W and CST in (ESOL). A Push In Model of Instruction in ESL is implemented in grades K-3 and a blended Push In/Pull Out Model of instruction is used in grades 4 and 5. The Pull-Out Model provides ESL instruction for beginning level students in grades 4 and 5. Included in the Push In program are groups ranging from 16-25 ELL students with language proficiency levels ranging from beginning to advanced in grades K-5 receiving ESL services as per their Parent Selection/Continuance forms. There are approximately 18-20 beginning level ELL students serviced in a Pull-Out Model. Heterogeneous grouping facilitates the "Push-In/Pull-Out" Model of Instruction.

Currently all classes in grades K-5 have ELL students receiving mandated services. Of the five Kindergarten classes, one class is a TBE Chinese speaking class consisting of 31 ELL students. The remaining four Kindergarten classes have a range of 15-25 ELL students serviced by a certified ESL teacher. A continuous increase in our student population has led to overcrowded classrooms. As a result, a school annex will be built in order to alleviate these classrooms. Additionally, newly registered students in grades K, 1 and 5 are currently transported to other public schools due to overcrowded classrooms. Classrooms at P.S. 160 are grouped heterogeneously. The proficiency levels of ELL students in these classes range from Beginning to Advanced. All Advanced Level ELL students in grades K-5 are currently provided 180 minutes of service. However, since there is a shortage of staff, not all Beginner and Intermediate Level students are currently receiving the required number of minutes of service. We are currently in need of additional certified ESL teachers. As a result, we are actively contacting prospective candidates and conducting interviews on an ongoing basis. As a result of the shortage in ESL staff members, some Beginner and Intermediate ELL students are partially served. In order to support those students that are not receiving services, additional intervention services are provided by other staff members at the school during the school day. These interventions are provided based on the student's needs. Reading Recovery, Wilson Language Program, Early Reading Intervention (ERIC), Leveled Literacy Intervention (LLI) and Academic Intervention Services (AIS) in reading are provided to those students demonstrating a need in this area. These programs are conducted during the school day. Afterschool programs such as Literacy Plus and Literacy for ELLs Saturday Programs are also offered to these students. These programs provide support to ELLs in the listening, speaking, reading and writing modality. Math Academic Intervention is provided to students during the school day based on their need. Students are invited to attend Afterschool Math Plus as well as a Saturday Math Program in order to meet the needs of those students demonstrating a need in this area. Enrichment programs such as ESL Book Club and Math Club are offered to ELL students as well.

All classes at P.S. 160 have ELL students serviced in a Push In Program. There are 5 Kindergarten classes. One class is a Transitional Bilingual Chinese speaking class. Four Kindergarten classes with a range of 15-20 students in each class receive ESL services. In Grade One, there are 5 classes with approximately 25 ELL students in each class. Services are provided in a Push In Program. One class has been identified as a Collaborative Team Teaching Class. Services are provided in a Push In Program. In Grade Two, there are 6 classes with a range of 18-20 students in each class. Services are provided in a Push In Program. In Grade Three there are 5 classes with approximately 18-25 students in each class. Services are provided in a Push In Program. In Grade Four there are five classes with approximately 15 to 20 students. All students receive services in a Push In Program. However, Beginner ELLs in this grade are also serviced in a Pull Out Program in

order to meet required mandated minutes. In Grade Five there are four classes with approximately 15 students in each class. All students receive services in a Push In Program. In addition, Beginner and Intermediate ELLs are serviced in a Pull Out Program of instruction.

Presently at P.S. 160K we have 1 Bilingual Chinese Kindergarten class with a total of 31 ELL students. Classroom instruction in the TBE program is provided by a licensed Bilingual teacher. Instruction is provided in Mandarin with intensive support in English using ESL methodology. The required ESL/ELA/NLA time allotments are taken into consideration. Instruction is provided in two languages; Mandarin and English and is based on the student's level of language fluency and academic proficiency in each.

The following is a scheduled breakdown of instruction for students in the Transitional Bilingual Chinese Class:

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 - 45-90 minutes period of NLA (based on Language Proficiency Levels)

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.

At this time, a Dual Language Program has not been established in our school.

2a.

Currently all classes in grades K-5 contain ELL students receiving mandated services. Of the five Kindergarten classes, one class is a TBE Chinese speaking class consisting of 31 ELL students. The remaining four Kindergarten classes have a range of 15-25 ELL students serviced by a certified ESL teacher. A continuous increase in our student population has led to overcrowded classrooms. As a result, a school annex will be built in order to alleviate these classrooms. Additionally, newly registered students in grades K, 1 and 5 are currently transported to other public schools due to overcrowded classrooms. Classrooms at P.S. 160 are grouped heterogeneously. The proficiency levels of ELL students in these classes range from Beginning to Advanced. All Advanced Level ELL students in grades K-5 are currently provided 180 minutes of service. However, since there is a shortage of staff, not all Beginner and Intermediate Level students are currently receiving the required number of minutes of service. We are currently in need of additional certified ESL teachers. As a result, we are actively contacting prospective candidates and conducting interviews on an ongoing basis. As a result of the shortage in ESL staff members, some Beginner and Intermediate ELL students are partially served. In order to support those students that are not receiving services, additional intervention services are provided by other staff members at the school during the school day. These interventions are provided based on the student's needs. Reading Recovery, Wilson Language Program, Early Reading Intervention (ERIC), Leveled Literacy Intervention (LLI) and Academic Intervention Services (AIS) in reading are provided to those students demonstrating a need in this area. These programs are conducted during the school day. Therefore, we are actively seeking a certified ESL teacher to help meet the mandates for these students. 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 a part of the classroom library so that ELL students have access to text in their native language. These materials are embedded in daily ESL/ELA instruction. Thematic Unit Plans are also a part of the curriculum in grades K-2.

3.

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 during grade conferences. ESL teachers attend professional development sessions along with their cooperating teachers so they may be able to plan effectively. Content area instruction is conducted across the grades in the 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. Portions 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- In periods during the content area subjects provided additional support for ELL students. Academic language In addition, the scientifically researched program, Windows to Literacy, a literacy program in the content areas is used 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.

4.

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

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

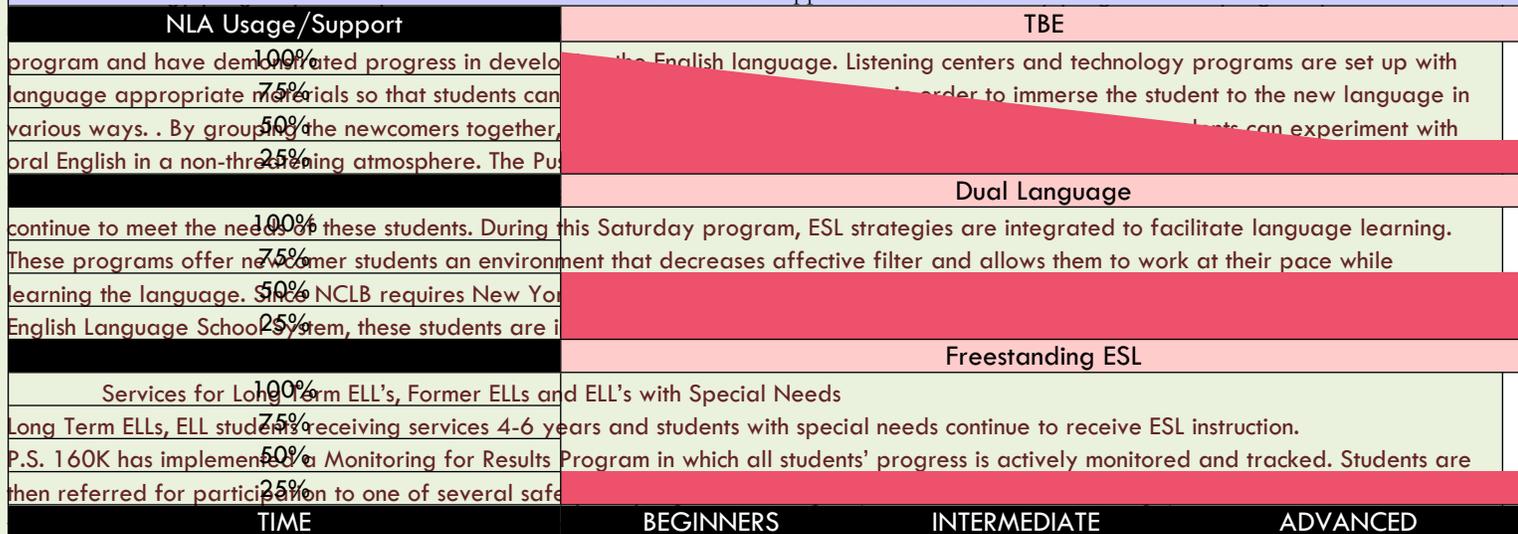
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

to help facilitate the child's assimilation into the new culture. The ESL teachers become the link between newcomers and the classroom

Native Language Arts and Native Language Support

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



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 ELLs program. During the previous school year, professional development sessions for classroom and ESL teachers were provided in the Orton-Gillingham method of reading instruction. These research based strategies use a multisensory approach in the areas of reading. As a result, this year classroom teachers, AIS personnel and ESL staff will incorporate these reading strategies to help struggling readers. These reading strategies help Newcomer students acquire the basic literacy skills. ELL students with an IEP continue to receive mandated services. However, these students are also availed the opportunity to participate in any of the programs available to all students. All ELLs and Former ELLs up to 2 years are provided testing accommodations. These accommodations include time extensions, separate location, use of bilingual glossaries and word for word bilingual dictionaries on content area exams, oral translations for lower incidence language for which there are no written translations available. Former ELLs are invited to participate in Afterschool Programs where preparation for the New York State ELA and Math Exams is provided. These programs also include ELL students who have been in the country more than year and are required to take the New York State ELA.

B. Programming and Scheduling Information--Continued

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

5. 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 2010 and those that demonstrated a need for Math Intervention based on informal classroom assessments are receiving Math AIS. These students are invited to attend Literacy Afterschool, ESL Afterschool, Saturday Literacy for ELLs and are included in our Extended Day Program.

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, Gardening 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. Manipulative and visual aids are used to scaffold instruction for ELLs. A research based technology program Imagine Learning English is used to provide support in all areas of language development and content area as well. Windows to Literacy, a content based program, provides content area text at various reading and language levels with visual support and picture glossaries designed to meet the needs of ELLs. Predictable books with repetitive sentence structures are used so that repeated patterns facilitate language learning.

DATA ANALYSIS OF ELA AND MATH

An analysis of the data on the Spring 2010 ELA scores demonstrate a need in instruction in the areas of critical thinking. These include drawing conclusions, identifying the main idea and provide supporting evidence both in reading and in writing, interpreting story elements and character development. ELL students also struggle with interpreting information in order to make predictions. Areas of deficiencies also include identifying literary elements across the genres and interpreting information in order to identify the author's purpose.

An analysis of the data on the Spring 2010 Math scores demonstrate a need in instruction in the following areas:

In grade 3 students have difficulties interpreting bar graphs and pictographs, identifying content area vocabulary specific to shapes and figures, express in writing strategies that show addition and subtraction when solving a math problem. In grade 4 students demonstrated a need in understanding the units of measurements, using various measuring tools and other standard units of measure. These students demonstrate a need in interpreting bar graphs and pictographs. In grade 5, students demonstrate a need in identifying and finding missing angles as well as measuring angles using a protractor. Students also show a need in the area comparing and ordering fractions and decimals. These students also have difficulty interpreting data on bar graphs, pictographs and line graphs.

While there are differences across the grades and subject areas, a common denominator for all ELLs is in the area of constructed responses that require students to interpret and analyze data and information and form their ideas and opinions with evidence and supporting details in writing. This is also true in the area of math. ELL students have difficulties expressing mathematical strategies using academic language and content vocabulary in writing.

An analysis of the NYSESLAT scores demonstrate that Advanced Level ELL students in grade one are deficient in the areas of reading and writing. Therefore, ELL students in grade one at the Advanced level will receive targeted instruction in reading and writing geared specifically to the NYSESLAT. This instruction will be conducted in the push in program during small group instruction throughout the school year. In addition, the data shows that reading and writing are the areas of deficiencies in grades 3-5 as well. As a result, a team of ESL teachers will develop specific strategies in the areas of reading and writing that can be incorporated into daily classroom instruction and are aligned to the curriculum. These strategies are specific to the NYSESLAT format.

6. Transitional Support for Former ELLs (FELLs)

P. S. 160 utilizes the Monitoring for Results Program in order to monitor and track all student progress in ELA. These results are used to identify students who are in need of academic intervention. This program includes Former ELLs. Progress of Former ELLs are tracked and used to target instruction. Formal and informal assessments are used to identify the areas of need. These students are invited and assigned to participate in programs based on their particular needs. The programs include, but are not limited to, Literacy Afterschool, Saturday Literacy for ELLs, Extended Day Program, Early Reading Intervention (ERIC) Wilson Program, Orton - Gillingham reading strategies, Leveled Literacy Intervention (LLI), At-Risk SETTs and Speech. Afterschool and Saturday Literacy programs include ELA test prep. Former ELLs are part of the Inquiry groups conducted throughout the grades. Critical thinking skills are a part of this Inquiry. This addresses the needs of many Former ELLs who often struggle to express orally and in writing an in depth comprehension and often have difficulties providing the supporting evidence required on formal assessments and class assignments.

7. NEW PROGRAMS

ORTON GILLINGHAM

In the past year, professional development has been provided to classroom teachers and supporting staff including ESL teachers. These sessions are provided in the area of reading using Orton Gillingham methods of instruction.

8. DISCONTINUED PROGRAMS

Currently all ESL and Bilingual programs are in place.

9. ACCESS OF SCHOOLWIDE PROGRAMS FOR ELLs

Approximately 63% of all students at P.S. 160 have been identified as ELLs. Therefore, ELL students in all grades have access to schoolwide programs. Academic Intervention Programs available are At Risk SETTS and Speech. Reading is provided to all students in grade one. Teachers provided one to one instruction during a half hour period in the area of reading. This individualized instruction allows teachers to provide individualized instruction. Leveled Literacy Intervention (LLI) and Early Reading Intervention in the Classroom (ERIC) provide small group instruction for students in grades one and two in reading. Math AIS targets students demonstrating a need in the area of Math in grades 3-5 based on an item analysis of the Spring 2010 NYS Math Test as well as informal assessments. Literacy Afterschool and Saturday Literacy for ELLs provide instruction in reading and test preparation for students in grades 3-5 including ELLs and FELLs. The Extended Day Program provides opportunities for small group instruction in reading and math. Part of this instruction includes NYS ELA and NYS Math as well as NYSESLAT test preparation for ELLs. Beginner ELL students in grades 3-5 are grouped homogeneously in order to provide additional support and meet the specific needs of newcomer students. The Wilson Language Program and Orton Gillingham are provided to students that demonstrate a need in developing decoding skills and strategies in reading. AIS Reading provides academic intervention focusing on critical thinking skills thereby addressing the needs of ELLs as demonstrated in an analysis of the NYS ELA exam. ELL students are also invited to participate in various enrichment programs. These programs provide ELLs with the opportunity to develop language in other areas and explore other talents and interests. These include Chess Club, Glee Club, Art Club, Drama Club, Dance Club, Cheerleading Club and Martial Arts Club. Academic Enrichment programs allow ELLs to explore the content areas through hands on activities in the content areas. These programs include Math Club, History Club, Gardening Club, Computer Club, Environmental Club, Literacy Groups, and a Greek Mythology Club.

10. INSTRUCTIONAL MATERIALS

A variety of instructional resources are utilized during the school day and afterschool programs. The Rigby On Our Way to English program is used in small group instruction providing research based materials specifically designed for ELL students. 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. Manipulative and visual aids are used to 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. Newcomer Welcome Kits were created for those ELL students who are new arrivals. These kits include literature, picture dictionaries and bilingual dictionaries available in various languages.

11. NATIVE LANGUAGE SUPPORT

P.S. 160K has only one bilingual class, a Chinese Kindergarten. This is the only area where explicit 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 as well as translation by other students or adults. Nevertheless, a student's native language is regarded as important when acquiring English. Therefore, native language sources and materials are used for ELL students in a monolingual setting during the Push In/Pull Out ESL program as well as supplemental programs. Bilingual dictionaries, bilingual books, Bilingual Buddy or Bilingual staff are used to support the student's learning English via 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 language. Native language support is available in the technology program Imagine Learning English. Internet resources in the native language are made available to students wherever possible.

12. CORRESPONDING SUPPORT AND RESOURCES FOR ELLs

13/14 There are no existing programs for newly enrolled ELL students before the beginning of the school year at this time or any language elective program at this time.

C. Schools with Dual Language Programs

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

Currently, there are no Dual Language Programs at P.S. 160.

D. Professional Development and Support for School Staff

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

Professional Development

Approximately 91% 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, Di Brienza conducted professional development and provided support in developing thematic units for classroom and ESL teachers. As a result, these thematic units have become a part of the school curriculum in grades K-2. These units are 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. Many of the ELL students struggle in all areas of writing. Representatives from Imagine Learning English, technology program designed to meet the individual needs of ELLs will conduct Professional Development sessions for classroom teachers on how students use this technology program and analyzing data that can help drive instruction. Analysis of data to drive instruction is conducted during professional development periods and grade conferences. Professional Development for classroom teachers on the format of the NYSESLAT will also be conducted by ESL staff members.

Professional Development Calendar 2010-2011

September '10	<ul style="list-style-type: none"> 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 Acuity/ARIS Professional development with all teachers on accessing and analyzing data
October '10	<ul style="list-style-type: none"> Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Professional Development Orton Gillingham -Ann Edwards Weekly professional development TESOL conference
November '10	<ul style="list-style-type: none"> Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Election Day Professional Development Professional Development Orton Gillingham- Ann Edwards Demonstration Lessons NYS TESOL Conference
December 10	<ul style="list-style-type: none"> Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Professional Development Orton Gillingham- Ann Edwards
January '11	<ul style="list-style-type: none"> Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers
February '11	<ul style="list-style-type: none"> Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Professional Development Workshop with Coaches

March '11	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Professional Development Workshop with Coaches
April '11	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Professional Development Workshop with Coaches
May '11	Monthly Grade Conferences for Collaborative Planning with Classroom teachers and ESL teachers Professional Development Workshop with Coaches
June '11	Evaluation of ESL Push-In/ Pull Out Program Setting Program Goals for the 2011-2012 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.

E. Parental Involvement

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

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. Opportunities for parents and their children to engage in meaningful activities as a family are provided through family trips. These trips allow all students, particularly ELLs to develop language skills and engage in activities alongside their family. Such events include trips to the Botanical Garden, where students and family members engage in a scavenger hunt as well as the Hall of Science. Not only do these provide opportunities for the family to be together, but it also provides opportunities for learning as they involve content area subject matter.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	99	59	35	27	23	16	0	0	0	0	0	0	0	259
Intermediate(I)	0	45	30	32	11	8	0	0	0	0	0	0	0	126
Advanced (A)	34	13	48	46	51	28	0	0	0	0	0	0	0	220
Total	133	117	113	105	85	52	0	0	0	0	0	0	0	605

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	8	14	15	7	11	0	0	0	0	0	0	0
	I	0	47	9	10	9	6	0	0	0	0	0	0	0
	A	0	32	47	21	24	18	0	0	0	0	0	0	0
	P	0	6	13	51	33	14	0	0	0	0	0	0	0
READING/ WRITING	B	0	37	16	21	13	13	0	0	0	0	0	0	0
	I	0	42	22	31	12	9	0	0	0	0	0	0	0
	A	0	10	30	44	44	23	0	0	0	0	0	0	0
	P	0	4	15	0	5	4	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	19	29	15	1	64
4	11	19	12	0	42
5	12	28	10	0	50

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	1	31	1	20	1	17	0	76
4	0	1	6	14	11	6	10	2	50
5	0	1	13	13	15	18	3	6	69
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	2	6	9	13	10	6	3	50
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math <u>0</u>	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math <u>0</u>	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	00	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

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

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

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

comprehension and vocabulary strand of the assessment. This information is in accordance with other formal state assessments that show ELLs deficient in critical thinking skills.

2. LABR AND NYSESLAT PATTERNS ACROSS PROFICIENCY LEVELS

A total of 99 students were administered the LABR in Kindergarten. Of these 99 students, 34 students scored at the Advanced Level and 65 students scored at the Beginning/Intermediate Level.

A total of 43 students were administered the LABR in grades 1-5. Of these 43 students, 39 students scored at the Beginning Level and 4 students scored at the Advanced Level. This information shows that many of our new admits are new arrivals. This total does not include the number of students tested in grades K, 1 and 5 who were transferred to another school due to overcrowding. Many of these students were administered the LABR and scored at the Beginning Level as well.

3. PATTERNS ACROSS NYSESLAT MODALITIES

An analysis of the NYSESLAT scores demonstrate that Advanced Level ELL students in grade one are deficient in the areas of reading and writing. Therefore, ELL students in grade one at the Advanced level will receive targeted instruction in reading and writing geared specific to the NYSESLAT. This instruction will be conducted in the push in program during small group instruction throughout the school year. In addition, the data shows that reading and writing are the areas of deficiencies in grades 3-5 as well. As a result, a team of ESL teachers will develop specific strategies in the areas of reading and writing that can be incorporated into daily classroom instruction and are aligned to the curriculum.

4. ELA/MATH/PERIODIC ASSESSMENTS

The data shows that ELL students in grades 3-5 who took the NYS Math test in their native language did not score significantly higher than those ELL students that took the test in English. However, grade 4 ELL students who took the NYS Science test in their native language performed as well or better than those students who took the test in English. An analysis of ELL students in grade 3 who took the NYS ELA in Spring 2010 did not perform as well as English proficient/FELs students. Less English proficient/FELs students scored at levels 1 and 2 than ELL students. An analysis of ELL students in grade 3 who took the NYS Math test in Spring 2010 scored as well as the English proficient/FELs students within that grade. Some of these ELL students took the test in the Native Language as indicated on the chart above. In grades 4 and 5, more English proficient/FELs students scored at levels 3 and 4 than ELL students on the NYS ELA Spring 2010 exam. On the Spring 2010 NYS Math test, an analysis shows that more English proficient/FEL students in grade 4 scored at levels 3 and 4. However, there is no significant difference in ELLs and English proficient/FELs scoring in levels 1 and 2. In grade 5, there was no significant difference in the performance of ELLs and English proficient/FELs on the NYS Math test. FELL students in all grades performed as well as English proficient students in both the NYS ELA and NYS Math test. ELL performance on the Periodic Assessment are similar to those of the NYS ELA and Math test. * The results and grades are based on the 2009-2010 school year. ELL Periodic assessments were not used in 2010-2011 school year. However, ELL students in grades 3, 4 and 5 were administered the ELL Periodic Assessments this school year. We are awaiting the results of this exam.

5. DUAL LANGUAGE PROGRAMS

Currently we do not have a Dual Language Program at our school.

6. EVALUATION OF ELL PROGRAMS

Mid year and end of the school year informal assessments are conducted throughout the school year and students are tracked using the Monitoring for Results Program. In September, an analysis of the NYSESLAT scores is conducted to determine whether instructional strategies and programs in place for ELLs result in student progress. when the NYSESLAT scores are available. Ongoing informal assessments are conducted by ESL and classroom teachers throughout the year to track student progress.

Additional Information

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

Additional Information

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		