



P.S. 160
THE WALT DISNEY SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 160 THE WALT DISNEY SCHOOL
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BRONX, NEW YORK 10475
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 160 **SCHOOL NAME:** The Walt Disney School

SCHOOL ADDRESS: 4140 Hutchinson River Parkway East, Bronx, New York 10475

SCHOOL TELEPHONE: (718) 379-5950 **FAX:** (718) 320-0392

SCHOOL CONTACT PERSON: Lori Baker-Armond **EMAIL ADDRESS:** Lbaker3

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Lori Baker-Armond

UFT CHAPTER LEADER: Jodi Stern

PARENTS' ASSOCIATION PRESIDENT: Kevin Pressley

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** 5

NETWORK LEADER: MARGE STRUT _____

SUPERINTENDENT: ELIZABETH WHITE _____

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
Lori Baker-Armond	*Principal or Designee	
Jodi Stern	*UFT Chapter Chairperson or Designee	
Kevin Pressley	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Nanci Salese	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Patricia Currier	Teacher/Related Service	
Nancy McCullough	Member/Teacher	
Emma Diaz	Member/Paraprofessional	
Dereck Spires	Member/Parent	
Elva Croston	Member/Parent	
Lynda Nelson	Member/Parent	
Elizabeth Penn	Member/Parent	
	Member/	

(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.

P.S. 160, The Walt Disney School is located in Co-Op City in the Northeast Bronx, in Region 2, in Community School District 11. It serves a student population of 450 students. The school is the nucleus of the community, centered amongst 15 cooperative buildings of which 60% of the students live. One of six schools in the Northeast Bronx Educational Park, it is the only school facility in Section 5. Its unique, 100,000 sq. ft., architectural design includes a full capacity auditorium, cafeteria and gymnasium. The classrooms and halls are bright and decorated with an abundance of student work.

P.S.160 is a large barrier-free elementary school. Orthopedically and health impaired students are enrolled in the wheelchair accessible site. There are two school yards. The larger yard is located in the rear of the school and an early childhood playground is located in the center of the school structure.

Current strategies for improving instruction and student performance in English Language Arts include following the Teachers College approach to writing, as well as, a balanced literacy approach to reading. This approach will continue to be used in the 2010-2011 school year. This occurs during a 90 minute literacy block for grades K-5.

For the 2010-2011 school year, Everyday Mathematics will continue to be used as the primary vehicle for math instruction. There will be a 75 minute math block.

The purpose and focus of science education at P.S. 160 is to offer all students ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model the scientific method of investigation through a "hand's on" workshop model, inquiry based approach that incorporates a scientific thinking processes.

P.S. 160 will continue to follow the NYS Core Curriculum for Social Studies utilizing Houghton Mifflin texts and materials. To provide students with a higher level of understanding of basic concepts, the primary focus of the social studies instructional program will be on authentic research. All students will be involved in a research project throughout the year.

Technology is infused into all curricular areas through the use of a P.C. lab, in-classroom computers, Smartboards, a mobile laptop lab and Library Media Center. Students will have multiple opportunities to use technology to demonstrate and support their learning.

A vocal music program is offered to the students by a full time music teacher. In addition, a teaching artist is provided through The Studio in a School Program for the visual arts. Ballroom dance instruction is also provided by the Dancing Classroom organization. There is also dance instruction conducted by Education in Dance. The school has just begun a partnership with the Community Works organization. This partnership was made possible through a grant provided by City Councilman Larry Seabrook. This partnership will provide the students with after school arts instruction.

P.S. 160 takes a data-driven approach to improving student performance, using item analysis, portfolio assessment, informal and formal assessments and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis.

At P.S. 160, we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. Our on-site Parent Coordinator and Parent Association work with parents to encourage participation in the school.

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.

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 160 Walt Disney						
District:	11	DBN:	11X160	School BEDS Code:	321100010160		
DEMOGRAPHICS							
Grades Served:	Pre-K	3	√	7	11		
K	√	4	√	8	12		
1	√	5	√	9	Ungraded	√	
2		√		6	10		
Enrollment	Attendance - % of days students attended:						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	<i>(As of June 30)</i>
Pre-K	0	0	0	93.6	94.0		TBD
Kindergarten		69		64		55	
Grade 1	60		71	71			Student Stability - % of Enrollment:
Grade 2	86	66	75	2007-08	2008-09	2009-10	<i>(As of June 30)</i>
Grade 3	80	98	67	93.3	91.5		TBD
Grade 4		86		89		92	
Grade 5	85		83	88			Poverty Rate - % of Enrollment:
Grade 6	0	0	0	2007-08	2008-09	2009-10	<i>(As of October 31)</i>
Grade 7	0	0	0	48.0	41.2		56.0
Grade 8		0		0		0	
Grade 9	0		0	0			Students in Temporary Housing - Total Number:
Grade 10	0	0	0	2007-08	2008-09	2009-10	<i>(As of June 30)</i>
Grade 11	0	0	0	16	16		TBD
Grade 12		0		0		0	
Ungraded	42		20	30			Recent Immigrants - Total Number:
Total	508	491	478	2007-08	2008-09	2009-10	<i>(As of October 31)</i>
0		3			1		
Special Education Enrollment:	Suspensions (OSYD Reporting) - Total Number:						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	<i>(As of June 30)</i>
# in Self-Contained Classes	107	95	114	2	10	TBD	Principal Suspensions
# in Collaborative Team Teaching (CTT)	33	34	26	2	15	TBD	Superintendent Suspensions

Classes								
Number all others		15		21			18	
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
2007-08		2008-09		2009-10			(As of October 31)	
0		0		0			CTE Program Participants	
0	0		0				Early College HS Program Participants	
							English Language Learners (ELL) Enrollment: (BESIS Survey)	
(As of October 31)		2007-08		2008-09			2009-10	
# in Transitional Bilingual Classes	0		0		0			Number of Staff - Includes all full-time staff:
# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10		(As of October 31)
# receiving ESL services only	16	19	27	55	54	TBD		Number of Teachers

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	0	3	28	35	34	TBD		Number of Administrators and Other Professionals
20	18		TBD				These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals
Teacher Qualifications:								
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of October 31)	(As of October 31)	
0	0	TBD	100.0	100.0	TBD			% fully licensed & permanently assigned to this school
74.5		75.9		TBD				% more than 2 years teaching in this school
61.8	63.0		TBD					% more than 5 years teaching anywhere
(As of October 31)	2007-08	2008-09	2009-10	87.0	80.0	TBD		% Masters Degree or higher
American Indian or Alaska Native	0.2	0.2	0.6	100.0	100.0	TBD		% core classes taught by "highly qualified" teachers (NCLB/SED)
Black or African American		64.8		63.5		60.0		
Hispanic or Latino		30.7		31.8		33.3		
Asian or Native Hawaiian/Other Pacific Isl.		1.8		1.2		1.3		
White		2.6		2.6		3.8		
Male		51.0		51.5		52.5		
Female		49.0		48.5		47.5		

2009-10 TITLE I STATUS

√ Title I Schoolwide Program (SWP)

Title I Targeted Assistance

Non-Title I

Years the School Received Title I Part A Funding: 2006-07 2007-08 2008-09 2009-10

Funding:

√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)

If yes, area(s) of SURR identification:

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

Phase

Category

In Good Standing √ Basic Comprehensive Focused

(IGS)

Improvement Year 1

Improvement Year 2

Corrective Action (CA) – Year 1

Corrective Action (CA) – Year 2

Restructuring Year 1

Restructuring Year 2

Restructuring Advanced

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:

Secondary Level

Elementary/Middle Level

ELA: ELA: √

Math: √ Math: √

Science: √ Graduation Rate: √

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

Secondary Level

Elementary/Middle Level

ELA Math Science ELA Math Grad Rate** Progress Target Student Groups All Students

√ √ √ √ √

Ethnicity

American Indian or Alaska Native √ Black or African American √
Hispanic or Latino √
Asian or Native √
Hawaiian/Other Pacific Islander √
White √
Multiracial √
Students with Disabilities √
Limited English Proficient √
Economically Disadvantaged √

Student groups making AYP in each subject

5 5 1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09

Quality Review Results – 2008-09

A NR

Overall Evaluation: Overall Letter Grade:

70.3

Overall Score:

Quality Statement Scores:

Quality Statement 1: Gather Data

Category Scores:

9.2

Quality Statement 2: Plan and Set Goals

School Environment:

(Comprises 15% of the Overall Score)

Quality Statement 3: Align Instructional Strategy to Goals

16.7

Quality Statement 4: Align Capacity Building to Goals

School Performance:

(Comprises 25% of the Overall Score)

Quality Statement 5: Monitor and Revise Student Progress:

42.1

(Comprises 60% of the Overall Score)

Additional Credit:

2.3

KEY: QUALITY REVIEW SCORE

KEY: AYP STATUS

√ = Made AYP
√_{SH} = Made AYP Using Safe Harbor Target
√ = Proficient
– = Insufficient Number of Students to Determine AYP Status

Δ = Underdeveloped
▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP
W = Well Developed
◇ = Outstanding
NR = No Review Required

KEY: PROGRESS REPORT DATA

NR = Data Not Reported

* = 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

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?
-

ENGLISH LANGUAGE ARTS (ELA)

A review of the 2009-2010 English Language Arts State assessment data reveals that 38% of our students are performing at levels 3 and 4 in grades 3, 4 and 5. During the 2009-2010 school year 250 students were tested in grades 3, 4, and 5. In grade 3, 68 students were tested. Of these students, 38% scored levels 3 and 4, while 35% scored level 2 and 26% scored level 1. In grade 4, 93 students were tested. Of these students, 30% scored levels 3 and 4, while 35% scored level 2 and 15% scored level 1. In grade 5, 89 students were tested. Of these students, 45% scored levels 3 and 4, while 38% scored level 2 and 17% scored level 1.

An analysis of 3rd, 4th, and 5th grade NYS ELA Assessment results indicate that in grade 3 there was a 2% increase in level 4's, a 20% decrease in level 3's, a 5% decrease in level 2's and a 23% increase in level 1's.

In grade 4, there was a 1% decrease in level 4's, a 38% decrease in level 3's, a 32% increase in level 2's, and a 7% increase in level 1's.

In grade 5, there was no increase/decrease in level 4's, a 29% decrease in level 3's, a 13% increase in level 2's, and a 16% increase in level 1's.

Given the findings of all the data analyzed, the following needs and recommendations for Grades K-5 were identified.

- On-going Utilization and Refinement of curriculum maps including pacing calendars, created by teachers in each grade (K-5) focusing on literacy (reading and writing), and social studies/science content areas
- Following the Teachers College Approach to Writing (Unit study)
- 110 minute literacy block (utilizing the Rigby Reading Program in Grades K – 5)
- Continued provision of Academic Intervention Services in ELA – a push-in/pull-out model is recommended with two teachers to provide AIS to provide intervention on a diagnostic and individual level.
- 50 minute extended time (3x's a week) for additional AIS in ELA
- Expanded libraries in every classroom
- Teachers use a variety of ongoing assessments such as Periodic Assessment and the Teachers College Reading and Writing Assessment to identify student strengths and weaknesses and assist in grouping students.
- Following the Teachers College Approach to Reading (2 units only)

- PD/integration of and utilization of smartboards in the classrooms.
- A Literacy Coach to provide professional development through Teacher Team meetings and workshops, utilizing a variety of methods in the following areas:
 - Components of a literacy block
 - Use of specialized strategies to meet needs of children in special education
 - Portfolio development for uniform student assessment
 - Point of Entry Model/Workshop Model
 - Principles of Learning
 - Teachers College Writing Project
 - Differentiated Instruction
 - Data Analysis (provided by Data Specialist & Teacher Teams)
 - Teachers College Reading and Writing Assessment
 - Foundations/Words Their Way

An analysis of the effectiveness of curriculum and instruction and its impact on student achievement indicate a continuation of instructional strategies. This will include the Teachers College Writing Project during the writing block, the Rigby Reading Program during the reading block, in grades K – 5, and on-going teacher support.

The focus of our literacy program will be:

- The continuation of the Teachers College approach to writing focusing on units of study in both upper and lower grade writing.
- Students writing daily.
- Continuation of the Balanced Literacy Approach
- The continuation of the Rigby Reading Program in grades K-2
- Continuation of the Balanced Literacy Approach

Findings from the Needs Assessment were reported to school staff and parents through monthly Teacher Team meetings, Inquiry Team meetings, Data Specialist reports, weekly common prep periods, faculty conference notes, report cards, Student Progress Reports, Parent-Teacher conferences, Professional Development workshops, and School Leadership Team Meetings. Additionally, through the Achievement Reporting System (ARIS), principals, teachers and parents will have at their finger tips information about student performance, performance trends, areas in need of training and support and classrooms identified as models for best practices.

SCHOOL SAFETY AND RESPECT

An analysis of the student On Line Occurrence reports for 2008-2009 demonstrates that there is a need for improved student behavior. The improvement was found to be needed in the following areas:

- Following school rules and routines
- Respect for staff and peers
- Students taking responsibility for their actions

To assist in correcting this challenge, the school will implement a Positive Behavior Intervention System (PBIS) school wide. Through the PBIS initiative students, staff and parents are encouraged to demonstrate the 3 B's of P.S. 160.

- Be Respectful
- Be Tolerant
- Be Responsible

The challenge before the school is working to obtain by in and cooperation from all aspects of the school community.

MATHEMATICS

A review of the Mathematics assessment data reveals that 51% of our students are performing at levels 3 and 4 in grades 3, 4 and 5.

During the 2009-2010 school year, 249 students were tested in grades 3, 4 and 5. In grade 3, 68 students were tested. Of these students, 57% scored levels 3 and 4, while 29% scored level 2 and 13% scores level 1. In grade 4, 92 students were tested. Of these students, 46% scored levels 3 and 4, while 47% scored level 2 and 8% scored level 1. In grade 5, 89 students were tested. Of these students, 52 scored levels 3 and 4, while 38% scored level 2 and 10% scored level 1.

An analysis of grade 3 results in 2009-2010 indicates a decrease of 14% in level 4's, a 24% increase in level 3's, an 8% decrease in level 2's, and a 3% decrease in level 1's. In grade 4, 9% increase in level 4's, a 9% decrease in level 3's, no increase/decrease in level 2's, and a 1% increase in level 1's. In grade 5, a 12% decrease in level 4's, a 13% increase in level 3's, a 2% increase in level 2's, and a 2% decrease in level 1's. In grade 3, there were 7 additional students tested in 2008-2009. In grade 4, there was a decrease of 2 students tested in 2008-2009. In grade 5, same number of students tested in 2008-2009 as in 2007-2008.

Performance in early childhood grades was assessed using Everyday Math Unit tests and beginning, middle and end of the year assessments. In grades K – 2 Unit tests and beginning, middle and end of the year assessments, along with teacher observation were used to group children according to their ability level. These groups were flexible to allow for students to move groups depending on their understanding of a particular concept.

The following gives a description of systems in place at P.S. 160 that demonstrate the strengths of the school's mathematics program. Meetings are held with teacher teams and parents in order to assist in analyzing and interpreting data from math assessments. In the beginning of the school year, all children are assessed so they can be appropriately placed into math groups and to determine the areas of instructional needs. Unit and mid-year assessments are given to all students to monitor the needs of the students throughout the school year. These scores are recorded on the S.A.M.S. sheet (Student Assessment Monitoring System) by the teacher and are shared with parents, administrators, in order to monitor student progress and plan for future instruction. Student report cards go home tri-annually. Progress reports are sent home bi-weekly on each grade.

PARENT AND COMMUNITY ENGAGEMENT

An analysis of data provided by the Learning Environment Surveys and feedback from parent workshops and discussions revealed the following strengths and weaknesses:

Strengths

1. Saturday PA meetings
2. Parent Coordinator Parent Newsletter
3. Grade specific parent newsletters
4. Motivation by the students to engage their parents to become more involved (Ex. Family Game Night, Welcome Back BBQ, Family Movie Night etc.)
5. Parent workshops

Challenges

1. More parent/teacher interaction
2. Increase parent outreach to non-English speaking parents
3. Revisiting highlighting certain student achievements such as celebrating a grade at each PA meeting.

4. Alternating PA meeting time; maybe every other month have an evening meeting so it is more convenient for the school community to participate.

There will be continuous communication between administration, teachers, parents and members of the community to share ideas on how to increase parental involvement. Parents and the community will be kept engaged through the following methods:

- a. Report cards
 - b. Progress reports
 - c. Parent-Teacher Connection
 - d. Parent survey
 - e. PA meetings
 - f. Parent Handbook
 - g. Flyers, tear offs, workshops/forums
 - h. ARIS
 - i. P.S. 160 School Website - EChalk
 - j. Newsletter (monthly) and (when applicable) the local newspaper
-

Teacher Engagement

After examining our data in the engagement category of the School Survey, it became evident that there needed to be an increase in the level of teacher engagement. As a result, the school will implement additional methods of communication to address this need. Through analysis of the School Survey it was revealed that the teachers feel that there is more of a need for them to be able to communicate their interest in professional development. It was determined that there is a need for continuous communication between administration and teachers to share ideas on teacher centered professional 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.

Goal #1:

By June 2011, 15% of level 2 students in grades 3, 4, and 5 will increase their performance in common core reading standard of key ideas and details (current NYS standard literary responses and expressions) as measured by the New York State ELA exam.

Goal #1 Description:

After a close examination of the grade 3, 4 and 5 ELA data, predictive and interim assessment data, it became evident that our students were in need of increasing their performance in the common core reading standard of key ideas and details (current New York State standard of literacy response and expression.) It is our intent this year to ensure that the needs of these students are addressed.

Goal #2:

By June 2011, 10% of the 3rd, 4th, and 5th grade students performing at level 2 will increase their performance in the common core standard area of operations and algebraic thinking (current NYS standard Number sense and operation) as measured by the 2011 New York State Math Assessment.

Goal #2 Description:

After a close examination of the grade 3, 4 and 5 state mathematics data, predictive and interim assessments data, and EDM unit assessments, it became evident that our students were in need of increasing their performance in the common core standard area of operations and algebraic thinking (current NYS standard, number sense and operation.)

Goal #3:

By June 2011, there will be a 15% increase in teacher centered professional development as measured by the engagement category of the school survey.

Goal #3 Description:

After examining our data in the engagement category of the School Survey, it became evident that there needed to be an increase in the level of teacher engagement. As a result, the school will implement additional methods of communication to address this need.

Goal #4:

By June 2011, there will be a 15% increase in parent participation and completion of the school survey as measured by the 2010-2011 survey.

Goal #4 Description:

After examining our data in the engagement category of the School Survey, it became evident that there needed to be an increase in the level of parent engagement. As a result, the school will implement additional methods of communication to address this need.

Goal #5:

By June 2011, schoolwide student behavioral issues will be reduced 20%, as measured by the school student removal and suspension data, as to those recorded in the 2009-2010 school year.

Goal #5 Description:

After a close examination of our student removal and suspension data, it became evident that there was a need to reduce student removals and suspensions. As a result, we need to enhance the Positive Behavior Intervention System (PBIS) to reward positive behavior school wide.

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): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 15% of level 2 students in grades 3,4, and 5 will increase their performance in the common core reading standard of key ideas and details, (current New York State standard of literary responses and expressions) as measured by the New York State ELA exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>For the 2010-2011 school year, students in grades K through 5 will enhance their performance by participating in the Reading and Writing Workshop (daily) flexible grouping, leveled libraries to support Independent and Guided Reading, Book of the Month activities, literacy block with materials across content areas, TC Writing, Wilson Reading, Word Study and Vocabulary development. In addition, students will participate in afterschool programs and Saturday programs. Tutoring will also take place for students during the teacher preparation periods based on teacher availability. A SETSS teacher, ESL and an AIS teacher will provide additional support to students. The Literacy Coach will contribute to implementing the action plan by providing professional development and materials support. The Data Specialist will provide the teachers with information on the available data sources to assist them in differentiating their instruction. The grade level Teacher Teams, Special Education Inquiry Team and the Grade Leader Teacher Team will work to analyze student work, review student data, establish benchmarks and create lesson plans for students in grades K through 5. Instructional support will also be provided to students in grades 3 – 5 through the use of on-line technology based programs, such as Renzulli and Achieve 3000.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> - TL Fair Student Funding - TL FSF General Hold Harmless - TL Children First Inquiry Teams - TL Data Specialist - Title 1 ARRA SWP - C4E Allocation TL Children First Network
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>In order to monitor and measure students' progress, students in grades K – 5 will participate in the TC Reading Assessment (administered in the fall and spring) and Running Records. Students in grades 3 through 5 will also participate in the Predictive Assessments, and Interim Assessments. Progress will also be measured by the results of the NYS English Language Arts Exam. The progress of students with Disabilities will be measured by the frequent revisiting of their IEP goals.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 10% of the 3rd, 4th and 5th grade students performing at level 2 will increase their performance in the common core standard area of operations and algebraic thinking (current NYS standard number sense and operation.) as measured by the 2011 NYS Mathematics Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In the 2010-2011 school year, student instruction will be targeted and emphasis will be placed on the differentiation of instruction. Intervisitations and professional development will be conducted to support classroom instruction. Students at performance level 1 & 2 will be provided with academic intervention services that will develop their math skills. Everyday math will be taught in grades K-5 daily during the mathematics block of instruction. Rally Strand by Strand will be utilized to target student areas of deficiency. In grades K-2the Everyday Mathematics program will be supplemented by the use of Math Steps. Instructional support will also be provided to students in grades 3-5 through the use of on-line technology based programs such as Renzulli and Achieve 3000.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> - TL Fair Student Funding - TL FSF General Hold Harmless - TL Children First Inquiry Teams - TL Data Specialist - TL Title 1 ARRA SWP TL Children First Network
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Periodic Assessments, ITA's, Everyday Math unit test, teacher individual conference notes, New York State Mathematics test, IEP Goals and student portfolios.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): **Teacher Engagement**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 there will be a 15% increase in teacher centered professional development as measured by the Engagement category of the 2010 – 2011 Learning Survey.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>For the 2011 school year, teachers will be provided with more opportunities to participate in teacher centered professional development. Teachers voted upon a school based option allowing for professional development to occur weekly during a designated block of time. Professional Development will also occur on Election Day and Brooklyn/Queens Day. During this time, teachers will participate in study groups. They will improve upon their skills on items such as Smartboard Technologies, Differentiated Instruction (which includes the Renzulli Learning System and Achieve 3000), and/or other areas that are in need.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> - Fair Student Funding General Hold Harmless - TL Children First Inquiry Teams - TL Fair Student Funding - Title I ARRA SWP
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Surveys will be distributed to teachers in November and February to obtain feedback on the professional development provided and its impact on teaching and learning. Feedback/Evaluation form will be provided at the end of professional development workshops.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): Parent Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 10% increase in the parent participation rate and of the 2010-2011 School Survey.</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>Target population the parents:</p> <ul style="list-style-type: none"> - Utilize school website to post and inform parents. Responsible staff will be Parent Coordinator and support staff. - Text and email service outreach via a new messaging system (Global Connect.) - Provide incentives and advertisement to engage parents (in Spanish translation.)
<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>	<ul style="list-style-type: none"> - TL Fair Student Funding - Title I ARRA SWP - TL FSF General Hold Harmless - Title I Translation Services
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>A review of parent workshop attendance, as well as, parent roundtable and P.A. meeting sign in sheets from September 2010 – November 2010 and from December 2010 – March 2011 to indicate an increase in parent involvement.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): **School Safety and Respect**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, school wide student behavioral issues will be reduced 20% as measured by the school student removal and suspension data as compared to those recorded in the 2009-2010 school year.</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>Students will demonstrate improved behavior involving following school rules and routines, respect for staff and peers and student taking responsibility for their actions. PBIS will be implemented to reward positive behavior and a school wide consequence chart will be developed for inappropriate behavior during lunch and recess. Lunchroom staff, guidance counselors and administration will be responsible. Plan will be implemented during the first month of school.</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>	<ul style="list-style-type: none"> - TL Fair Student Funding - TL FSF General Hold Harmless - Title I ARRA SWP
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will be assessed and tracked student by the monthly review of student removals and suspensions.</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	Wilson	At-risk Services: Mandated 50 minutes	ELA	Math	Science	Social Studies	At-risk Services: Guidance Counselor
	# of Students Receiving AIS	Extend Day	Extend Day	Extend Day	Extend Day	# of Students Receiving AIS			
K	N/A	N/A	N/A	3	N/A	N/A	N/A	N/A	6
1	N/A	N/A	N/A	8	N/A	N/A	N/A	N/A	4
2	N/A	N/A	N/A	17	N/A	N/A	N/A	N/A	3
3	42	29	8	73	63	63	N/A	N/A	3
4	24	15	0	104	54	54	72	N/A	2
5	39	39	0	97	51	51	51	56	1

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

- Students in Grades K – 2 who are at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments.
- Students in Grade 3 who are performing in Level 1 or 2 on New York State English language arts and mathematics assessments. Students in Grades 4 – 12 who are performing in Level 1 or 2 on New York State English language arts and mathematics assessments, and who are deemed at risk for not meeting State standards in science and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>School year 2010-2011 after-school programs will be offered to students in order to provide remediation and enrichment through small group instruction in grades 3- 5. Identified students performing at levels 1 and 2 will be mandated for the 37 ½ minute extended time session (small group instruction.) School day AIS will be provided through small group instruction, to students identified by teachers and designated assessments, as at-risk. For all of the above programs various remedial and enriching materials, such as Rally, NY State Coach, Kaplan, etc. will be utilized.</p>
<p>Mathematics:</p>	<p>School year 2010-2011 after -school programs will be offered to students in order to provide remediation and enrichment through small group instruction in grades 3- 5. Identified students performing at levels 1 and 2 will be mandated for the 37 ½ minute extended time session (small group instruction.) School day AIS will be provided through small group instruction, to students identified by teachers and designated assessments, as at-risk. For all of the above programs various remedial and enriching materials, such as Rally, NY State Coach, Kaplan, etc. will be utilized</p>
<p>Science:</p>	<p>We will offer ETS and Extended Day for 4th grade students using materials that will support the Blended Science curriculum (Harcourt, DSM), Kaplan Advantage, hands on experiences, and sample tests to expose students to test format.</p>
<p>Social Studies:</p>	<p>We will offer ETS and Extended Day for 5th grade students using DBQ’s sample tests to expose students to test format.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Assistance will be given to students whose behavior is interfering with his or her achievement (for example, by developing self-management and self-monitoring skills.) Additionally, personal and social issues are addressed, such as conflict, death, divorce, anger management problem solving skills, self esteem and self discipline.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Assistance will be given to students whose behavior is interfering with his or her achievement (for example, by developing self-management and self-monitoring skills.) Additionally, personal and social issues are addressed, such as conflict, death, divorce, anger management problem solving skills, self esteem and self discipline.</p>

At-risk Health-related Services:

N/A

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.

ELL Identification Process

P.S. 160 follows the subsequent steps in identifying English Language Learners given in the Assessment Memorandum of the New York State –LEP Identification Process:

- 1) Screening – Home Language Identification Survey (HLIS) is administered at enrollment. The certified ESL teacher does the interview and conducts the initial screening and administering the HLIS. If necessary, a Spanish speaking certified teacher is available to do the translation services during the ELL Identification process.
- 2) Initial Assessment – All incoming students who live in a home where a language other than English is spoken, as confirmed by the HLIS, are tested with the Language Assessment Battery-Revised (LAB-R) and Spanish LAB, where appropriate, 10 days from admission to a public school. Parents of these potential English Language Learners (ELLs) are sent a letter of notification about their child's eligibility for testing to determine his/her language proficiency and language dominance. Students who score *Beginning, Intermediate and Advanced* are ELLs and are given Program Placement, and those who score *Proficient* are not. Parents are notified in writing of the results of the test administered and are invited to attend the Parent Orientation conducted by the certified ESL teacher where they are explained about the different language programs available and their placement selection rights. Parents view the tape on Parental Option and are walked through the completion of the Parent Survey and Program Selection Form.
- 3) Program Placement – Identified ELLs are placed in appropriate programs.
P.S.160 offers Freestanding ESL only, and if parents opt for Bilingual Education, they are referred to another school in the district that offers it. They are assisted by the school Parent Coordinator for consultation/communication activities with the ESL Compliance Officer and the principal of the school offering Bilingual Education.
- 4) Annual Assessment- On an annual basis, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELLs in grades K-5 by the certified ESL teacher in May to determine progress and English proficiency. ELLs continue to receive ESL services until their scores on the NYSESLAT indicate that they have gained sufficient proficiency in English to participate productively in an English-only program.
NYSESLAT is administered individually and in groups, depending on the subtest.

The Reading subtest is administered in a group and asks questions about stories printed in their test booklets.

The Writing subtest is administered in a group and asks students to write and perform writing exercises in response to questions and stimuli in their test books.

The Listening subtest is administered in a group that asks students to select the correct response to a picture and/or dictated word or statement.

The Speaking subtest is administered individually and asks students to respond to a dictated word or statement or a picture.

The results are reported in raw scores, scale scores and performance levels.

Students who are at Proficient Level have attained the skills necessary to participate in an English-speaking classroom and are exited from the ESL program the following school year. Those in Advanced Level have knowledge and use of English at a more advanced level, but have more difficulty in vocabulary and grammar. They are required to have one unit of ESL instruction (4 periods a week) for the next school year. Students in the Intermediate Level have skills not well developed and make significant errors in the four skills. They are required to have 2 units of ESL (8 periods a week) for the next school year. Those in the Beginning Level have English skills that are minimal, and therefore are required to have 2 units of ESL (8 periods a week) for the next school year.

At P.S. 160, the Parent Orientation is held annually on the second or third week of September, conducted by the certified ESL teacher in the school. Also present at this conference are the school Principal, Assistant Principal, Parent Coordinator and a Spanish-speaking paraprofessional who assists with interpretation. Not only are the parents informed about their rights and responsibilities within the NYC school system, but are explained about the three program choices (Transitional Bilingual, Dual and Freestanding ESL) after they are presented the video tape *Parental Options* in English. Upon request, parents are allowed to borrow and take home the version of the tape in their own language to ensure understanding of the programs. Questions from Spanish parents are adequately answered with proper interpretation from the designated paraprofessional. Made available to parents are the ELL Parent Brochure that explains how ELL identification and eligibility for testing are done, the type of ELL programs, and ways parents can participate in the child's education. The Parent Survey and Program Selection forms are made available in the parents preferred language, such as, Spanish, Arabic, Russian and Korean. They are walked through each item and are explained their options of choosing the most appropriate program model before the form is completed. Occasionally, a parent whose child continues to receive ESL services or has exited from the program is invited to the orientation to give his/her feed-back on the benefit of having his/her child in ESL, and to explain to hesitant or undecided parents on their placement selection.

Entitlement letters, such as the First Entitlement, Continuous Entitlement, No Longer Entitled and Transfer Option are sent out in English, or Spanish as the parents prefer. The tear-off slips are expected to be returned a week after they were first distributed and kept on file by the ESL service provider. The ESL teacher follows up on those who have not returned them by phone or by sending another notification written in the parents' preferred language. When the Parent Survey and Parent Selection Form are not returned, the default program for ELLs is the ESL program in the school. These parents are invited to come to a conference with the certified ESL teacher who explains the methodologies in ESL instruction, the support to make content comprehensible and meet or exceed the NY State standards. Parents who also failed to attend the Parent Orientation are invited to come for a conference at a convenient time with the ESL teacher, and be explained about the program choices and proper documentation of their selection. Parents are welcome to borrow the tape on Parental Option for viewing at home. The completed and signed Parent Survey and Program Selection forms are collected and attached to the HLIS of students, and are filed among the Students Cumulative Records under the care of the classroom teacher.

After reviewing the Parent Survey and Program Selection forms for the past few years, it is evident that 90% of the parents have requested for the Freestanding ESL program at our school. P.S 160 aligns the program offering with the parent choice. A Transfer Option to a Transitional Bilingual Education is offered to those who prefer it. In the future, when a great number of parents opt for Transitional Bilingual Education or has reached the required number of ELLs (at least 15 in the same grade), our school will put in place this program model. It has done so in the past, but the Bilingual classes were dissolved due to the number of students that dwindled after the school zoning system was established.

PROGRAMMING and SCHEDULING

Due to the small population of ELLs at P.S.160 and with only one or a few from each class, the only certified ESL teacher delivers the **Freestanding ESL** using a **pull-out model** in a heterogeneous or mixed proficiency levels. ELLs in Grades K-5 in both General Education and Special Education are grouped in consideration of their grade level and level of proficiency: Beginning, Intermediate, and Advanced. They are served with the mandated instructional units required as per CR Part 154: 360 minutes or 8 periods of 45 minutes per week for the Beginning and Intermediate levels, and 180 minutes or 4 periods of 45 minutes per week for the Advanced as determined by the student's NYSESLAT scores or the LAB-R for the incoming students.

Each ELL student receiving ESL instruction will begin by meeting the instructional unit requirements which include for Grades K through 5 the development and strengthening of language skills: LISTENING, SPEAKING, READING, and WRITING on daily basis.

The Language Allocation Policy (LAP) will address all 5 goals of the New York State Learning Standards for ESL. Each student will listen, speak, read and write in English for information and understanding for literacy response, enjoyment and expression, as well as for critical analysis and evaluation. In addition, ELL students will listen, speak, read and write for cross-cultural knowledge and understanding. All standards will be utilized during instruction, not functioning in isolation.

To ensure that ELLs meet the standards, the program is aligned with the core curriculum of the non-ELL instructional program and the ELA and ESL state standards. ESL methodologies, as well as, strategies of Balanced Literacy, Balanced Mathematics, and Social Studies are used to ensure comprehensive growth. Balanced Literacy focuses on Reading Workshop (mini-lesson, shared reading, guided reading and independent reading), Writing Workshop (modeled writing, guided writing, interactive writing and independent writing), and Word Work (phonemic awareness, phonics, vocabulary and comprehension.)

To make content comprehensible in subject areas such as Social Studies and Science, academic vocabulary building and reading comprehension strategies are employed. Learning to write essays on document-based questions (DBQ) is given a lot of emphasis in ESL Social Studies. Fourth Graders who take the standardized test in Science are provided activities that allow them to follow directions in performing experiments. Academic language and vocabulary is developed and enriched. In Math, mathematical concepts, vocabulary and computational skills are developed.

ESL instruction in all subgroups (newcomers, ELLs being tested in ELA after one year, ELLs with less than 3 years of service, ELLs with more than 3, and ELLs with special needs) will consist of students participating in activities that require the following in consideration of their proficiency level, language acquisition, abilities and skills:

- To formulate, ask and respond to questions to provide information and meaning.
- To present information in clear oral and graphic form, apply learning strategies and make oral and written texts comprehensible and meaningful in differentiated instruction
- Students will be encouraged to identify key elements in texts and relate those features to the students' experiences.
- Students will engage in a variety of student groupings to discuss and share experiences, ideas, information, and opinions,
- Students will share cross-cultural experiences and ideas with others

Differentiated instruction and approaches are used in the different subgroups. A few new arrivals who have very little English or none at all are placed in monolingual classes whose classroom teachers are Spanish-speaking in order to make them feel comfortable and given support in the native language. Gradually, this support is reduced. A non-threatening learning environment is created for oral communication. Speaking and reading will lead to reading and writing. The classroom teacher and the ESL teacher articulate with each other to plan instruction to enable the new students make content comprehensible and to monitor progress.

ELLs who have less than 3 years of ESL are continually aided in vocabulary expansion, for use in both oral and written work. Far beyond decoding skills is emphasized. Strategies in reading comprehension are to be developed. There is the scaffolding of the scope of content and concepts. Students are moved toward task-oriented practices where reading independently and writing for expression take root. The results of the periodic assessment and in-class assessment indicating their areas of strengths and weaknesses become the basis of instruction and preparation for ELA, most especially for the ELLs who after one year takes the ELA. The first-time test-takers are mostly encouraged to participate in the ELA extended day program for test sophistication.

ELLs who have 4 years of ESL and extension of services are expected to have the nature of their material and the cognitive and academic demands increased. While reading for information and understanding is important, reading for critical analysis and evaluation is also to be developed. Writing for different purposes is fine-tuned. Reading and writing in various genres and the content areas should demonstrate growth. The performance indicators will lead to meeting the standards through constant practice activities.

A great number of ELLs at P.S. 160 are Special Education students who remain in the program for three years or more. Some of them have multiple handicaps who receive other mandated related services, such as, Adapted Physical Education, Occupational Therapy, Physical Therapy, Speech, and Guidance, while others are Alternate Assessment students. These are the students who struggle with language acquisition and processing because of learning disabilities. Instruction is based on the Individual Education Plan (I.E.P.) Differentiated instruction is employed and activities are tailored according to their age, experience, abilities and skills.

PROFESSIONAL DEVELOPMENT

The ESL Teacher who attends Grade Level meetings and staff conferences provides personnel who work with ELLs instructional strategies that work best with ELLs, such as, the use of graphic organizers to assess students' background knowledge to assist them in writing extended responses. The ESL teacher also provides instructional strategies to classroom teachers during cooperative planning. With the help of the school data specialist, assessment and analysis of ELLs' results on predictive assessments are shared with the classroom teachers.

The ESL service provider attends meetings conducted by the Learning Support Organization and the BETAC to keep her abreast of the recent approaches and hone her teaching skills.

A survey of all new staff members will be conducted by the ESL teacher to discover how many staff is in need of 7 1/2 hours of ELL Training. Based on the survey results, a schedule of training sessions will be conducted and records will be maintained of those teachers meeting their requirements.

PARENTAL INVOLVEMENT

The ESL Parent orientation session is held on the 3rd week of September where parents are invited to view the video that provides information on the types of ELL programs, and are explain how to complete and document the Program Selection Form. The ESL teacher/coordinator and the parent coordinator are in attendance to assure parents of the services available to them. Parents are encouraged to become involved in school activities. ELL parent representation and participation include the following:

- Parent Association
- School Leadership Team
- I.E.P. Conferences
- Parent-teacher conferences
- Parents' Meetings and Workshops (with parent coordinator and Literacy and Math coaches)
- ESL parent orientation
- Family Day
- Parent Volunteers organizing Activities During Lunch times, Barbeque Day and Field Day
- Assembly programs (Multicultural dances and Musicale)
- Fundraising

P.S. 160 have secured partnerships that provide workshops to the school community including ELL parents. These are:

- Bronx Health Link
- Learning Leaders
- UFT Dial-a-Teacher
- JAFAs Grandparent Connection
- Juvenile Diabetes Foundation
- New York Life and Primemercia for financial planning

Assessment Analysis

The early literacy skills of ELLs in K-2 are assessed with the administration of Teachers College Reading and Writing Project (TCRWP) by the classroom teachers. This assessment tool tests the students' ability in comprehension and answering literal questions after they are read a story, running records, concept of print, phonemic awareness, recognition of letters, letter sounds, word recognition and sight words. Last year, six Special Education students in ESL who were in K- 2 scored poorly. Three of them made irrelevant responses to comprehension questions or made no response at all. A few failed to give the correct letter sounds which indicated lack of phonemic awareness; and their inability to recognize words or sight words reflected lack of exposure or reading readiness. On the running records there was more substitution for words and omissions. This information gives an instructional base for the ESL teacher. Evidently, these students need to have more read-alouds and practice on getting meaning from what's read by learning to answer *what, when where, why and how*. Vocabulary is to be enriched. Students with limited English who fail to even identify objects in English should be exposed to them and be constantly asked to name the regalia or pictures with corresponding initial sound. A Dolch chart of sight words need to be made visible to students for retention.

The LAB-R scores obtained by the new admits in Special Ed Kindergarten reveal that students have some speaking survival skills , but generally lack letter recognition, knowledge of environmental print and reading readiness. One out of 7 ELLs tested in Kindergarten read the given short story with some fluency. One new admit in 2nd Grade General Ed scored “0” in all subtests. This information provides an insight of the background and experience of the students and for which planning and utilizing learning strategies should ensue.

The pattern across proficiency levels in all grades K-5 in NYSESLAT 2009 is that reading and writing are found wanting. Mostly, in this modality, students scored in the Intermediate level. Overall there are 11 Beginners in Grades K-3, there are 6 Intermediate Level in Grades 1-5, and there are 6 Advanced Level in grades K-5.

Although every student made tremendous gains in this recent test compared to the previous year, it still calls for proper planning and employing reading comprehension strategies and thorough development of writing for the next school year. This should also include vocabulary enrichment essential in reading and writing. A review of our results for General and Special Education students show that reading and writing skills need to be further developed. Guided Reading instruction is an important component to assist students in building their reading skills. Modeled writing and conferencing with students will assist them to build their skills in this area. Differentiated instruction will allow the ESL teacher to individualize instruction based assessed needs. Individual student progress will be assessed every 6 weeks and adjustment made to instruction based on the analysis of those assessments. ESL Goals for each grade and individual students are established at the beginning of the year and updated regularly.

There was one from every Grades 1-3 who tested Proficient, but will be invited to be in the Transitional program of one 45-period of ESL per week to provide help to maximize their language learning with comprehensive reading and writing.

The results of the ELL Periodic Assessment drive instruction and the focus for helping the students in their weaknesses or deficiency, such as, listening to directions and listening to answer questions from a story/passage read.

In last year’s State assessments, the two 5th Graders who took Social Studies, ELA and Math obtained scores of level 1 and 2. ELLs in Grades 3 and 4 also scored in level 1 and 2 in ELA and Math.

Success of ESL Program for ELLs is based on the results on the standardized tests by scoring 3 and 4 in ELA and Math and students making at least one year’s progress. Success in the NYSESLAT is measured by the student moving one proficiency level on the NYSESLAT exam. When ELLs have transitioned from having basic interpersonal communication skills to having acquired cognitive academic language proficiency, then there’s favorable outcome, and truly they made a mark.

Additional evidences of success for ELLs may also be measured by performance-based tasks, such as:

- accurate paraphrase of what is heard or read
- following directions that involves multiple steps
- using concept maps, semantic webs or outlines to organize information
- producing a summary of information found in biography, text book

- using facts and data from articles
- writing essays for science or social studies
- using technical terms correctly
- producing flow charts and diagrams to show relationships among information

ELLs are afforded equal access to all our school programs. The services support and resources correspond to ELLs' ages, and grade level.

Our school has no project jump start or set of activities to assist the newly enrolled ELLs before the beginning of the school year.

ELLs identified at risk receive the following intervention on individual and/or small group in order to meet their needs:

- Special Education Teacher Support Services (SETSS)
- Academic Intervention Services (AIS) in Reading and Math
- Extended Time Service (ETS) in Literacy and Math
- Saturday Academy in ESL / ELA/ Math/Social Studies
- ELA / MATH / SCIENCE Test Sophistication
- NYSESLAT Test Sophistication

Instructional materials in the intervention programs are specific to ELA, Math and other content areas. Some of the materials are: *Kaplan Keys for K-5* in ELA and Math, and *NYS Progress Coach K-5*.

No program or services will be discontinued for the upcoming year, unless school budget does not warrant it. New programs will be considered for the upcoming school year depending upon budget and student needs.

Students who have tested out and exited from ESL program will be placed on Transitional Level, where they will be provided one period a week (or 45 minutes a week) of ESL instruction. This is to facilitate their transition into the mainstream curriculum. They are provided help to maximize their language learning with comprehensive reading and writing opportunities.

Depending on the number of parent requests and the required number of ELLs, the Transitional Bilingual program model will be established at our school in the future.

Books and materials used in the ESL program assist ELLs in reaching the academic levels expected in the standards. Books are level-appropriate and designated EMERGENT, EARLY, and FLUENT:

- Rigby On Our Way to English
- Rigby Literacy
- Pebble Reading
- Hampton-Brown Into English
- Hampton-Brown English to a Beat
- Celebration Press- Little Celebrations

- NYSESLAT and Beyond – Attanasio

Also included in the ESL classroom library are books in different genres and portray a wide variety of cultural experiences and ethnic backgrounds. They are mostly utilized for guided reading and independent reading

In the area of Social Studies, the ESL teacher uses Newbridge Discovery Links for DBQ guided writing and Social Studies Coach for test sophistication. ELA/Reading Curriculum maps are used to guides instruction. Old copies of Math textbooks and commercial activity workbooks for practice computation and appropriate word problems are utilized to support instruction.

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.

Type of Program: ___ Bilingual X ESL ___ Both **Number of LEP (ELL) Students Served in 2009-10:** 25
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

P.S. 160 follows the steps given in the Assessment Memorandum of the NYS-LEP Identification Process in determining eligibility, placement and exit from the ESL program: 1) screening (administering the Home Language Identification Survey which includes informal oral interview), 2) initial assessment (administering LAB-R and Spanish tests to those eligible for testing), 3) program placement (placing students in the only Free Standing ESL in the building as Beginning, Intermediate, or Advanced English Learners with entitlement letters sent to parents), 4) annual assessment (administering the NYSESLAT in spring to evaluate students’ progress, proficiency and exit from the program.)

A Parent Orientation is scheduled on the second or third week of September after all initial testing is completed where parents are explained about the program selection for their child and ESL methodologies, and invite them to view the Orientation Video for Parents.

P.S. 160 has one free-standing ESL Program that provides English language instruction to the ELL population in Grades K-5 in General and Special Education by a certified ESL teacher.

ELL students are grouped in consideration for their grade level and level of language proficiency: Beginning, Intermediate, and Advanced. Following the CR Part 154 mandate, they are served on a push- in/pull -out model. Those in the Beginning and Intermediate levels receive 8 periods of instruction (or 360 minutes a week) in which there are 4 periods of push-in and 4 periods of pull-out. ELLs in the Advanced level get 4 periods (or 180 minutes a week) on a push-in/pull-out model. This is all because scheduling is worked around other mandated services, such as, Speech, Occupational Therapy, Physical Therapy, and Adaptive Physical Education for the Special Ed students.

Students who have tested out and exited from ESL program are put on Transitional Level, where they are provided one period a week (or 45 minutes a week) of ESL instruction. This is to facilitate their transition into the mainstream curriculum. They are provided help to maximize their language learning with comprehensive reading and writing opportunities.

To ensure that ELLs meet the standards and pass NYSESLAT, the program is aligned with the core curriculum of the non-ELL instructional program and the ELA and ESL state standards. ESL methodologies, as well as, strategies of Balanced Literacy, Balanced Mathematics, and Social Studies to ensure comprehensive growth. Balanced Literacy focuses on Reading Workshop (mini-lesson, shared reading, guided reading and independent reading), Writing Workshop (modeled writing, guided writing, interactive writing and independent writing), and Word Work (phonemic awareness, phonics, vocabulary and comprehension.) Instructional practices, such as, creating low anxiety environment, providing comprehensible input, and maintaining multicultural perspective are very much in place. P.S. 160's Literacy coach, Staff Developers in Math, Special Education, and Early Childhood, Teachers' College Writing Program, and Princeton Review support our school to ensure student achievement and to scaffold teacher development.

The Point of Entry Model (POEM) is implemented and all learning activities take place in the context of the Principles of Learning.

ELLs identified at risk receive the following intervention on individual and/or small group in order to meet their needs:

- Special Education Teacher Support Services (SETSS)
- Academic Intervention Services (AIS) in Reading and Math
- Extended Time Service (ETS) in Literacy and Math
- Saturday Academy in ESL / ELA/ Math/Social Studies, if funding allows
- ELA / MATH / SCIENCE Test Sophistication
- NYSESLAT Test Sophistication
- ESL After School Program, if funding allows

Books and materials used in the ESL program assist ELLs in reaching the academic levels expected in the standards. Books are level-appropriate and designated EMERGENT, EARLY, and FLUENT:

- Rigby On Our Way to English
- Rigby Literacy
- Pebble Reading
- Hampton-Brown Into English
- Hampton-Brown English to a Beat

- Newbridge Discovery Links – Social Studies
- Celebration Press- Little Celebrations
- NYSESLAT and Beyond – Attanasio
- Scholastic Math trade books

Also included in the ESL classroom library are books that portray a wide variety of cultural experiences and ethnic backgrounds.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.

The ESL Parent Orientation session is held on the third week of September where parents are invited to view the video that provides information on the types of ELL programs, and are explained how to complete and document the program selection forms. The ESL teacher/coordinator and the Parent Coordinator are in attendance to assure parents of the service available to them.

Parents are encouraged to be involved actively in school activities. ELL parent representation and participation include the following:

- Parent Association
- School Leadership Team
- I.E.P. Conferences
- Parent-Teacher Conferences
- Parents’ Meetings and Workshops (with Parent Coordinator and coaches)
- ESL Parent Orientations
- Family Day
- Parent group activities and educational opportunities on health, fitness, computers and financial planning
- Parent volunteers organizing activities during lunchtime and recess Breakfast Book Club
- Assembly Programs (Multicultural Dances, Talent Show, and Musicale)
- Fundraising

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

At the outset, P.S.160 begins by carefully studying the newly enrolled ELLs’ Home Language Identification Survey, their prior learning, academic performance and choice of program.

While our focus is to promote development of English language skills, we do not neglect their emotional, physical, creative/aesthetic, and cognitive development. Activities and areas of services include:

- Creating learning environment that promote oral language development
- Speaking and listening strategies that lead to reading and writing

- Language that link to learning in other domains
- ESL methodologies
- Vocabulary expansion
- ETS and music programs (learning to play keyboard, recorder)
- Physical Education (creating basketball teams and fitness program)
- Enrichment Programs in Reading/Math/Social Studies
- Out-of-school time program options (Saturday Academy- Intervention in ELA/MATH/SCIENCE)
- Test Sophistication in NYSESLAT/ELA/MATH/SCIENCE/SOCIAL STUDIES

Quality teaching makes a difference. Throughout the year and during summer, multiple professional development institutes and workshops are attended by the ESL service provider in order to learn and hone strategies that impact ELL performance.

Translation and interpretation service that match the home languages is provided by building staff. Informational events, including ELL Parents' Orientation and Parent-Teacher Conferences, are also held to reach out to parents of ELLs.

- IV. Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Teacher development for all classroom teachers with ELLs consists of study groups, in-house and out-of school workshops on appropriate ESL strategies to be used in classrooms by both general education and special education teachers. These strategies/techniques will include:

- Working with teachers to link their planning and teaching to the regular class programs
- Cooperatively planning with classroom teachers and ensuring that the class program takes into account children's language needs and language demands of the curriculum
- Alerting class teachers to resources available to support the language development of ELLs
- Assisting in the assessment and analysis of children's spoken and written language and discussing with teachers their language needs

Student progress will continually be monitored and professional development adjusted using the analysis of assessment data.

The ESL service provider attends meetings set by the Region Office, summer workshops, and seminars and training, such as, BETLA, QTEL, GLOBE, etc. to keep her abreast of the recent approaches and hone her teaching skills.

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Section I. Student and School Information

Grade Level(s) K - 5 Number of Students to be Served: 27 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

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.

P.S. 160's ELL (or LEP) instruction consists of a free-standing English as a Second Language to Grades K through 5 in both General Education and Special Education provided by a certified ESL teacher.

ELL students, or LEPs, are grouped in consideration for their grade level and level of language proficiency: Beginning, Intermediate, and Advanced. They are served on a pull-out/push-in model with mandated instructional unit requirement as per CR Part 154: 360 minutes per week (or 8 periods a week) for the Beginning and Intermediate levels, and 180 minutes per week (or 4 periods a week) for Advanced.

Students who have successfully passed the recent NYSESLAT are exited from ESL program, but will be on Transitional Level. They will be provided with instruction for one period a week to help expand their reading and writing in English in order to create a bridge to the mainstream curriculum. They will be provided rich content that will maximize language learning. They will be given plenty of reading and writing opportunities.

For the 2010-2011, the anticipated number of students to receive ESL is 35.

Each ELL (or LEP) student receiving ESL instruction will begin by meeting the instructional unit requirements which include for Grades K through 5 the development and strengthening of language skills: LISTENING, SPEAKING, READING, and WRITING on daily basis. The appropriate units of ESL instruction are determined by the student's NYESLAT scores or the LAB-R for incoming students.

The Language Allocation Policy (LAP) will address all 5 goals of the New York State Learning Standards for ESL. Each student will listen, speak, read and write in English for information and understanding for literacy response, enjoyment and expression, as well as for critical analysis and evaluation. In addition, ELL (or LEP) students will listen, speak, read and write for cross-cultural knowledge and understanding. All standards will be utilized during instruction, not functioning in isolation.

Classroom instruction will consist of students participating in activities that require the following:

- To formulate, ask and respond to questions to provide information and meaning.
- To present information in clear oral and graphic form, apply learning strategies and make oral and written texts comprehensible and meaningful
- Students will be encouraged to identify key elements in texts and relate those features to the students' experiences.
- Students will engage in a variety of student groupings to discuss and share experiences, ideas, information, and opinions,
- Students will share cross-cultural experiences and ideas with others

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.

Quality teaching makes an impact on ELL performance. With this rationale in mind, teacher development for all classroom teachers at P.S. 160 consists of study groups, in-house and out-of-school workshops on appropriate ESL strategies. These strategies and techniques include:

- Working with teachers to link their planning and teaching to the regular class program
- Cooperatively planning with classroom teachers and ensuring the class program takes into account children's language needs and language demands of the curriculum.
- Alerting class teachers to resources available to support the language development of ELLs
- Assisting in the assessment and analysis of children's spoken and written language and discussing with teachers their language needs

Student progress will continually be monitored and professional development adjusted using analysis of assessment data.

The ESL teacher attends meetings set by the BETAC, summer workshops, and seminars and training, (such as, BETLA, QTEL, GLOBE, etc.) to keep her abreast of the recent approaches and hone her teaching skills.

Section III. Title III Budget

School: P.S. 160 BEDS Code: 11X160

Allocation Amount: \$15,000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$4,989.00	100 hours of per session for ESL and teacher to support ELL Students: 100 hours x \$49.89 (current teacher per session rate with fringe) = \$4,989.00
Purchased services - High quality staff and curriculum development contracts.	\$5,000.00	Professional development for teachers and administrative staff.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,011.00	Books for Study Groups, student instructional materials, leveled books, audio tapes
Educational Software (Object Code 199)	\$1,000.00	Language development software
Travel		
Other		
TOTAL	\$15,000.00	

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.

P.S. 160 studies the demographics of our students in terms of home language information generated by ATS records and Home Language Identification Surveys (HLIS) and Ethnic Background Surveys that are completed by parents when students enter school. The finding for school year 2009-2010 showed that Spanish is the primarily language of more than half of the ELL population. On a smaller scale, other parents speak Arabic, Bengali, Urdu, French/Mandingo and Twi. Written forms generated and translated into various languages by the Department of Education are used to ensure that parents receive appropriate and timely information. School staff is used as a resource to provide translation and facilitate communication between school and parent.

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.

The need for translation of written information is met by forms generated by the Department of Education. The need for oral interpretation during Parent workshops and PA meetings will be addressed by school staff and parent members, respectively.

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.

To ensure delivery of information vital to parents, written translation of Parent Newsletters and other important letters and documents will be done in-house and when needed by an outside vendor. Written interpretation will be provided by school staff or parent volunteer.

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.

School staff and parent volunteers will be used as interpreters to facilitate communication between parent and school during parent meetings and workshops when translation is required. Videos in various languages that provide orientation for parents of newly enrolled English Language Learners will be made available.

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

P.S. 160 will provide parents who required language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate language and instructions on how to obtain such services.

P.S. 160 will post in a conspicuous location near the primary entrance a sign indicating the office where a copy of written notification on language assistance services can be obtained.

The P.S. 160 will ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices due solely to language barriers.

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

4. 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.

To ensure delivery of information vital to parents, written translation of Parent Newsletters and other important letters and documents will be done in-house and when needed by an outside vendor. Written interpretation will be provided by school staff or parent volunteer.

5. 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.

School staff and parent volunteers will be used as interpreters to facilitate communication between parent and school during parent meetings and workshops when translation is required. Videos in various languages that provide orientation for parents of newly enrolled English Language Learners will be made available.

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APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		\$381,829.00	\$381,829.00
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$3,818.29	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$19,091.45	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$38,182.90	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* 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.

P.S. 160 School Parent Involvement Policy

We, the administrators, staff and teachers of P.S. 160, strongly believe that educating our students is a shared responsibility to be divided between the parents and the school. We understand that the parents are the student's first teachers and that research has proven that parental involvement plays a key role in a student's academic success.

P.S. 160 works to foster an environment for our students that enable them to reach their fullest potential while at the same time instilling a love of learning and education. We institute and consistently maintain systems, programs and policies which allow our parents, the school and the community to function as full partners.

P.S. 160 is looking to continue taking our relationship with our parents, as well as with the community to the next level. The key to doing this is facilitating and maintaining active parental involvement, in doing so P.S. 160 commits to:

- 1) Planning, implementing, assessing, and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance.
- 2) Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent school communication, and integration of parents into professional development and other school activities.
- 3) Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title 1, Title III, Title IV and the No Child Left Behind legislation. This will include convening an annual meeting to:
 - a). Explain to parents the requirements of these laws in simple, direct and understandable terms.
 - b). Inform parents of the school's participation in such programs, and include them, in an organized and timely fashion, in

the planning, review, improvement and revision of such programs as mandated by law and regulation.

c). Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.

- 4) Informing and explaining to parents the New York City, New York State and federal academic achievement standards students are expected to meet; how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school.
- 5) Informing and providing the parents with any training and materials available for them to help them work with their children.
- 6) Informing parents of any resources, such as transportation and child care, which may be available in order to allow them to attend and participate in school events.
- 7) Informing them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, whenever possible.
- 8) Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, and responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

P.S. 160 shall accomplish these goals through the following means:

- 1) By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:
 - a. Monthly meetings of the general PA membership
 - b. Monthly meetings of the School Leadership Team
 - c. Meetings of any standing PA committees
 - d. Meetings of any parental action committees as formed in accordance with PA bylaws
 - e. Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs such as: Our Monthly Parent Roundtable Meetings and workshops.
 - f. Planned for regular meetings of the school's Title 1 PAC committee
- 2) By establishing various forms of clear and consistent communication with the parents through letters, Parent 411 Newsletter, The Walt Disney website, and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and the parent through:
 - a. Reports to parents on their child's progress, e.g. Biweekly progress reports
 - b. Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities; e.g. Learning Leaders (volunteer opportunities), Learning Walks (fall & spring), Come Have Lunch With Your Child event.

- 3) By providing to the parents alternate means of communicating their concerns and suggestions, including but not limited to:
 - a. Parent/Teacher Connection Questionnaire
 - b. An open door policy to the Parent Coordinator and Principal, e.g. Monthly Parent Roundtable meetings
- 4) By providing all parents with a copy of this Parent involvement Policy, in English and other appropriate languages, and its inherent School Compact component.

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.

P.S. 160 School-Parent Compact

We, the administrators, teachers, staff and parents of PS. 160 fully recognize our shared responsibility for supporting our student's academic success, educationally, socially and personally. We commit to supplying the foundational tools needed to help them realize their full potentials as unique individuals helping them to become respectful, tolerant, responsible productive contributing citizens. We, hereby pledge to each other and to our students to provide the support and model the expected behaviors by voluntarily signing the agreement stated in this document.

We, the students of P.S. 160 recognize and accept our own responsibility for achieving academic success, social development and personal development. We fully recognize our responsibility in developing into respectful, tolerant, responsible productive contributing members of our families, school and world community. We, hereby pledge our commitment to fulfilling that responsibility to the best of our ability, by signing the agreement stated below. The School Agrees To:

- Show respect for each child and his/her family, each teacher and staff member.
- Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community.
- Provide teachers, staff, students and parents the materials, resources and developmental strategies to learn and model the expected positive behaviors.
- Provide a system that supports teachers, staff, students and family by promoting positive and appropriate behaviors through a cohesive

school wide initiative. By providing a unified system of positive behavior expectations throughout every area of the building; the 38's of P.S. 160,

1) Be Respectful, 2) Be Tolerant and 3) Be Responsible.

- Clearly communicate performance expectations to the teachers and students, providing them with constructive feedback.
- Provide clear, frequent, and regular communication channels between administration and the teachers/staff.
- Provide teachers and staff with meaningful opportunities for professional growth and enrichment.
- Celebrate individual student's, teacher's and staff member's success with the entire school community.

Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to greatest attendance.

- Convene at annual meetings for all parents to inform them of the Title 1 program and their right to be involved.
- Give parents and students opportunities to participate in school governance.
- Actively involve parents in planning, reviewing and improving Title 1 programs and the Parental Involvement Policy.
- Provide parents with information about all programs.
- Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results.
- Provide parents with all pertinent individual, regional, and Department of Education information.
- Provide clear, frequent and regular communication channel between the school, the teachers and the parents through: parent-teacher conferences, student progress reports as warranted; opportunities to volunteer and participate in their child's class; opportunities to observe classroom activities as appropriate.
- Inform parents of all school policies and procedures such as the DOE Discipline Code, Bill of Students Rights and Responsibilities and the P.S. 160 PBIS Positive Behavior Expectations and seek their support in enforcing them at school through parental reinforcement at home.

Principal's Signature

Date

The Teacher Agrees To:

- Show respect for each child and his/her family.
- Provide quality teaching and leadership.
- Believe that each student can learn recognize each child's unique abilities and challenges to help him/her grow to his/her full potential.
- Effectively embrace, model and teach the expected positive behavior expectations initiated school wide: the 38's of PS. 160, 1) Be Respectful, 2) Be Tolerant 3) Be Responsible.
- Come to class prepared and positive.
- Assign homework that is meaningful and appropriate to the grade level and coordinate with other programs to ensure nightly assignments are structured accordingly.

- Give each student corrective, constructive and encouraging feedback.
- Celebrate each student's success and encourage persistence when Challenges discourage him/her.
- Maintain open lines of communication with the student and his/her parents, by providing progress reports to the parents at reasonable intervals or as necessary to ensure the child meets grade standards.
 - Provide clear classroom expectations for each child and his/her parents.
 - Seek ways to involve parents in the school program and value their contributions.

Teacher's Signature

Date

The Student Agrees To:

Demonstrate the 3B's of P.S. 160: 1) Be Respectful, 2) Be Tolerant, 3) Be Responsible through positive behavior and following the positive expectations of the school at all times. Incorporating these principles at home and outside in the community.

- Attend school regularly and be on time.
- Come to school dressed in the school uniform prepared to work and with all required supplies.
 - Believe that I can and will learn.
 - Always do my best in my work and my behavior
 - Complete and return all assignments on time.
 - Participate and ask questions if I do not understand school or homework assignments.
 - Take pride in my work and my school.
 - Read at least 30 minutes every day outside of school time.
 - Give to my parents or guardians all notices and information received by me from my school everyday.

Student's Signature

Date

The Parent/Guardian Agrees To:

- Discuss the Discipline Code and the Bill of Rights and Responsibilities with my child
- Discuss the P.S. 160's PSIS Positive Behavior Expectations.
- Show respect for my child, his/her teacher and the school.
- Participate in parent conferences, class programs and other activities in which my child is involved.
- Participate in school activities and events.
- Support and model positive attitudes towards school and learning (by showing interest in my child's education, reading, limiting my own TV viewing etc.)

- Assure that my child will arrive at school on time every day.
- Talk with my child about his/her school activities every day.
- Provide a quiet space for my child to do his/her homework.
- Communicate regularly with my child's teacher.
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting.
- Make sure my child observes the classroom and school rules set by his/her teacher, the principal and the Department of Education.
- Provide my child with the necessary and appropriate supplies to complete his/her assignments.
- Be available to assist my child and review completed assignments, notices and all school information that is sent home,
- Seek out opportunities to volunteer at my child's school.
- Support the school in developing positive behaviors and implementing school policies & procedures.
- Read to my child and encourage him/her to read independently daily.
- Monitor my child's TV viewing, video game and online activities; ensuring that they receive adequate and appropriate nutrition and sleep daily
- Provide the school with current/active telephone numbers and emergency contact information.
- Alert the school if there are any significant changes in your child's health or well being that may affect his/her ability to perform in school.

Parent's Signature

Date

The administration, staff/teachers, students and parents of P.S. 160 are responsible for reading and signing the compacts. The compact is a contract (partnership) between the school and home which enables everyone to be informed and in agreement with the behaviors and expectations of the school.

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.

A review of the 2009-2010 English Language Arts State assessment data reveals that 38% of our students are performing at levels 3 and 4 in grades 3, 4 and 5. During the 2009-2010 school year 250 students were tested in grades 3, 4, and 5. In grade 3, 68 students were tested. Of these students, 38% scored levels 3 and 4, while 35% scored level 2 and 26% scored level 1. In grade 4, 93 students were tested. Of these students, 30% scored levels 3 and 4, while 35% scored level 2 and 15% scored level 1. In grade 5, 89 students were tested. Of these students, 45% scored levels 3 and 4, while 38% scored level 2 and 17% scored level 1.

An analysis of 3rd, 4th, and 5th grade NYS ELA Assessment results indicate that in grade 3 there was a 2% increase in level 4's, a 20% decrease in level 3's, a 5% decrease in level 2's and a 23% increase in level 1's.

In grade 4, there was a 1% decrease in level 4's, a 38% decrease in level 3's, a 32% increase in level 2's, and a 7% increase in level 1's.

In grade 5, there was no increase/decrease in level 4's, a 29% decrease in level 3's, a 13% increase in level 2's, and a 16% increase in level 1's.

A review of the Mathematics assessment data reveals that 51% of our students are performing at levels 3 and 4 in grades 3, 4 and 5.

During the 2009-2010 school year, 249 students were tested in grades 3, 4 and 5. In grade 3, 68 students were tested. Of these students, 57% scored levels 3 and 4, while 29% scored level 2 and 13% scores level 1. In grade 4, 92 students were tested. Of these students, 46% scored levels 3 and 4, while 47% scored level 2 and 8% scored level 1. In grade 5, 89 students were tested. Of these students, 52 scored levels 3 and 4, while 38% scored level 2 and 10% scored level 1.

An analysis of grade 3 results in 2009-2010 indicates a decrease of 14% in level 4's, a 24% increase in level 3's, an 8% decrease in level 2's, and a 3% decrease in level 1's. In grade 4, 9% increase in level 4's, a 9% decrease in level 3's, no increase/decrease in level 2's, and a 1% increase in level 1's. In grade 5, a 12% decrease in level 4's, a 13% increase in level 3's, a 2% increase in level 2's, and a 2% decrease in level 1's. In grade 3, there were 7 additional students tested in 2008-2009. In grade 4, there was a decrease of 2 students tested in 2008-2009. In grade 5, same number of students tested in 2008-2009 as in 2007-2008.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

c) Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

d) Help provide an enriched and accelerated curriculum.

e) Meet the educational needs of historically underserved populations.

f) 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. Are consistent with and are designed to implement State and local improvement, if any.

The following Interventions are being implemented at P.S. 160 to help all at risk students:

- Academic Intervention Service providers conduct push-in and pull-out programs in literacy and mathematics.
- Paraprofessional support

- Extended-day with a focus on ELA, Mathematics, Social Studies, and Science.
- 37.5 minute tutorial program
- Wilson and Foundations instruction is provided to increase student achievement levels.
- Parents and the community are made aware and are given copies of the testing calendar.
- Parents are offered literature and workshops to guide them in our ongoing home-school community partnership endeavors.
- Learning Leaders are asked to assist where needed.

• 3. Instruction by highly qualified staff.

All classroom teachers, out of classroom teachers, clinicians, and paraprofessionals are given professional development in

- a. Developing SMART goals for students and teachers
- b. The development of IEP goals
- c. Data Analysis
- d. Professional Learning Communities
- e. Differentiated Instruction

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 School wide Program to meet the State's student academic standards.

Public School 160 plans staff development around the needs of the teachers as well as region and state mandates. Teachers receive professional development from the school Literacy Coach, Data Specialist, the AIS Team and colleagues with expertise in specific content areas. High-quality and ongoing professional development are aligned with the State and City standards. We will use effective methods and best practices that are founded on scientifically based research

Topics of instruction include:

- Balanced Literacy
- Point of Entry Model
- Differentiated Instruction
- Formal and informal Assessments
- Balanced Mathematics
- The Principles of Learning
- Using Data to Drive Instruction
- Science and Social Studies Curriculum
- ACUITY and ARIS Systems

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We will actively recruit certified teachers at job fairs and local colleges for all areas of education. We will post out school on the UFT Open Market Transfer Plan. Our Human Resources Committee interview parameters will include licensed, certified and experienced teachers. The

school based Tier III team will support them in their induction process. We will pair new teachers with experienced teachers. Our school provides mentors for new teachers, support of coaches, and Teacher Team Leaders.

6. Strategies to increase parental involvement through means such as family literacy services.

Parents are encouraged to become involved in various school activities:

- September Curriculum Week
- Family/Game Nights
- PA Meetings
- Chaperone Class Trips
- Parent Roundtable Discussions
- Science and Social Studies Projects/Fair
- Learning Leaders
- School Assemblies
- School Leadership Team
- Parent/Teacher Conferences
- Parent Coordinator Workshops
- Holiday Musicale
- Spring Musicale
- Variety Show
- Field Day
- School BBQ
- Welcome Back BBQ

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.

Preschool students and their guardians will attend an open house in the late spring and be introduced to the teachers and new environment. They will then take a tour to prepare them for the transition into their new grade. Over the summer, the children and families will receive a welcoming letter, Parent Newsletter and supply list.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to Improve the achievement of individual students and the overall instructional program.

Teachers meet at weekly Team Teacher Meetings with the Literacy Coach, AIS Teachers and Data Specialist to discuss curriculum, data and to plan for the months ahead. They review student assessments and data to identify trends and areas of concern for the grade and individual classes.

SAMS reports are updated and the Curriculum Maps and Essential Questions reviewed and adapted on a regular basis. Principal and administrators meet with staff at monthly faculty conferences and Teacher Team meetings to discuss student needs and educational initiatives.

Data is disaggregated and plans are designed to differentiate instruction to meet the needs of individual abilities and learning styles. Professional development, based on Teacher Needs Assessment Survey is provided in all academic areas.

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.

Academic Intervention Services and at-risk SETSS are provided to those students that have difficulty mastering proficient or advanced levels. Students in grades four and five have been identified by scoring below level 3 on any or the New York State Tests and teacher assessments (Teacher College Assessments, EDM monthly unit tests and teacher observation). Students in grades K through three are identified by teacher assessments (Teachers College Assessments, EDM monthly unit tests, and teacher observation). The SAMS data is analyzed at Teacher Team meetings to more clearly understand the student's needs. Small group instruction, Extended Day programs, Saturday Academy, and ESL Extended Day programs are offered to these students. The Intervention programs that are being used are: Wilson, Foundations, SETSS, at-risk guidance. Scheduled assessments provide data to drive instruction and allow the opportunity to see whether the child is making progress. If satisfactory progress is not made, another program will be implemented and the student may be referred to the PPT for further interventions.

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.

In 2010/2011 our school will continue the PBIS School Wide Behavioral Support Program. We will explore our values and beliefs concerning the purpose of schooling, the purpose of discipline, teacher responsibility and various procedures that support or discourage particular behaviors. Creating a culture of strong, healthy, and positive relationships between staff and student invites student participation and interest.

We have a full time Health Intern and school nurse who address the health issues of our students. They provide on site first aid as well as conduct nutrition and asthma management classes. They are authorized to oversee the children's drug regimen, use of asthma medications and equipment. Many of our staff members

have been trained in CPR and use of the defibrillator (located within easy access in the building.) Our safety plan provides drill procedures, emergency equipment and first aid kits.

Our students receive a balanced breakfast and lunch. The staff encourages a balanced diet. Data is collected yearly and is analyzed to monitor healthy growth and weight. The Health curriculum is taught in each grade grades.

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			N/A			
Title I, Part A (ARRA)	Federal	X			\$381,829.00	X	1,2,3,5,6
Title II, Part A	Federal		X				
Title III, Part A	Federal			N/A			
Title IV	Federal			N/A			
IDEA	Federal		X				
Tax Levy	Local	X			\$1,242,627.00	X	1,2,3,5,6

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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.

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.)

P.S. 160 has 2 students in Temporary Housing who are currently attending school.

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

P.S. 160 will provide the following services to these students to ensure their progress academically, socially and where they have urgent needs.

- Academic programs and educational support services
- Counseling services
- Parental Involvement through workshop and other activities
- Intervention programs

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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 Walt Disney					
District:	11	DBN:	11X160	School		321100010160

DEMOGRAPHICS

Grades Served:	Pre-K		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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.6	94.0	93.4
Kindergarten	64	55	60				
Grade 1	71	71	54	Student Stability - % of Enrollment:			
Grade 2	66	75	67	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	98	67	72		93.3	91.5	93.4
Grade 4	89	92	70				
Grade 5	83	88	89	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		48.0	56.0	56.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		16	16	19
Grade 12	0	0	0				
Ungraded	20	30	37	Recent Immigrants - Total Number:			
Total	491	478	449	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	3	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	95	114	105	Principal Suspensions	2	10	20
# in Collaborative Team Teaching (CTT) Classes	34	26	18	Superintendent Suspensions	2	15	6
Number all others	21	18	37				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	55	54	52
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	35	34	10
# receiving ESL services only	19	27	TBD				
# ELLs with IEPs	3	28	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	20	18	41

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	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.5	75.9	84.6
				% more than 5 years teaching anywhere	61.8	63.0	71.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	80.0	86.5
American Indian or Alaska Native	0.2	0.6	0.7	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	63.5	60.0	60.1				
Hispanic or Latino	31.8	33.3	35.4				
Asian or Native Hawaiian/Other Pacific	1.2	1.3	1.1				
White	2.6	3.8	2.4				
Male	51.5	52.5	53.5				
Female	48.5	47.5	46.5				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	38.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	27						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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 type here	District 11	School Number 160	School Name Walt Disney School
Principal Lori Baker-Armond		Assistant Principal Raine Semaj	
Coach Daniella Rocco		Coach type here	
Teacher/Subject Area Charito Horschig (ESL)		Guidance Counselor K. Flanagan	
Teacher/Subject Area type here		Parent Kwafi Gray	
Teacher/Subject Area type here		Parent Coordinator K. Gray	
Related Service Provider type here		Other type here	
Network Leader type here		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	1	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	0

C. School Demographics

Total Number of Students in School	449	Total Number of ELLs	27	ELLs as Share of Total Student Population (%)	6.01%
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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.

Paste response to questions 1-6 here

Part II : ELL Identification Process

#1

P.S. 160 follows the subsequent steps in identifying English Language Learners given in the Assessment Memorandum of the New York State –LEP Identification Process:

1) Screening – Home Language Identification Survey (HLIS) is administered at enrollment . The certified ESL teacher at P.S. 160, Charito Horschig, does the interview and conducts the initial screening and administering the HLIS. If necessary, a Spanish speaking certified teacher, Kathy Atilas, is available to do the translation services during the ELL Identification process. Helen Concepcion, a school aide, is also very helpful for translation.

2) Initial Assessment – All incoming students who live in a home where a language other than English is spoken, as confirmed by the HLIS, are tested by the ESL certified teacher at P.S. 160, Charito Horschig, with the Language Assessment Battery-Revised (LAB-R) and Spanish LAB, where appropriate, 10 days from admission to a public school. Parents of these potential English Language Learners (ELLs) are sent a letter of notification about their child's eligibility for testing to determine his/her language proficiency and language dominance. Students who score Beginning, Intermediate and Advanced are ELLs and are given Program Placement, and those who score Proficient are not. Parents are notified in writing of the results of the test administered and are invited to attend the Parent Orientation conducted by the certified ESL teacher where they are explained about the different language programs available and their placement selection rights. Parents view the tape on Parental Option and are walked through the completion of the Parent Survey and Program Selection Form.

3) Program Placement – Identified ELLs are placed in appropriate programs.

P.S.160 offers Freestanding ESL only and instructional service is conducted by the certified ESL teacher named above. If parents opt for Bilingual Education, they are referred to another school in the district that offers it. They are assisted by the school Parent Coordinator, Kwafi Gray, for consultation/communication activities with the ESL Compliance Officer and the principal of the school offering Bilingual Education.

4) Annual Assessment- On an annual basis, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELLs in grades K-5 by the certified ESL teacher in May to determine progress and English proficiency. ELLs continue to receive ESL services until their scores on the NYSESLAT indicate that they have gained sufficient proficiency in English to participate productively in an English-only program. NYSESLAT is administered individually and in groups, depending on the subtest. The Reading subtest is administered in a group and asks questions about stories printed in their test booklets. The Writing subtest is administered in a group and asks students to write and perform writing exercises in response to questions and stimuli in their test books. The Listening subtest is administered in a group that asks students to select the correct response to a picture and/or dictated word or statement. The Speaking subtest is administered individually and asks students to respond to a dictated word or statement or a picture.

The results are reported in raw scores, scale scores and performance levels.

Students who are at Proficient Level have attained the skills necessary to participate in an English-speaking classroom and are exited from the ESL program the following school year. Those in Advanced Level have knowledge and use of English at a more advanced level, but have more difficulty in vocabulary and grammar. They are required to have one unit of ESL instruction (4 periods a week) for the next school year. Students in the Intermediate Level have skills not well developed and make significant errors in the four skills. They are required to have 2 units of ESL (8 periods a week) for the next school year. Those in the Beginning Level have English skills that are minimal, and therefore are required to have 2 units of ESL (8 periods a week) for the next school year.

#2

At P.S. 160, the Parent Orientation is annually held on the second or third week of September, conducted by the certified ESL teacher, Charito Horschig, in the school. Also present at this conference are the school Principal, Ms. Lori Baker-Armond, Assistant Principal, Ms. Raine Semaj, Parent Coordinator, Ms. Kwafi Gray and an available Spanish-speaking paraprofessional who assists with interpretation. The ESL certified teacher, Charito Horschig, explains empathetically to the parents the only program available at P.S. 160, that is English as a Second Language. Explained to them are how ELL identification and eligibility for testing are done, the levels the students will be placed based on their LAB-R scores and the number of instructional service each level requires, the ESL methodologies and English only instruction, how to exit from the program by passing the NYSESLAT taken in May, and how parents may participate in the child's education.

Occasionally, a parent whose child continues to receive ESL services or has exited from the program is invited to the orientation to give his/her feed-back on the benefit of having his/her child in ESL, and to explain to hesitant or undecided parents on their placement

selection.

Not only are the parents informed about their rights and responsibilities within the NYC school system, but are explained about the three program choices (Transitional Bilingual, Dual and Freestanding ESL) after they are presented the video tape Parental Options in English. Upon request, parents are allowed to borrow and take home the version of the tape in their own language to ensure understanding of the programs. Questions from Spanish parents are adequately answered with proper interpretation from the designated paraprofessional. Made available to parents are the ELL Parent Brochure that explains how ELL identification and eligibility for testing are done, the type of ELL programs, and ways parents can participate in the child's education. The Parent Survey and Program Selection forms are made available in the parents preferred language, such as, Spanish, Arabic, Russian and Korean. They are walked through each item and are explained their options of choosing the most appropriate program model before the form is completed. Occasionally, a parent whose child continues to receive ESL services or has exited from the program is invited to the orientation to give his/her feed-back on the benefit of having his/her child in ESL, and to explain to hesitant or undecided parents on their placement selection.

#3

Entitlement letters, such as the First Entitlement, Continuous Entitlement, No Longer Entitled and Transfer Option are sent out in English, or Spanish as the parents prefer. The tear-off slips are expected to be returned a week after they were first distributed and kept on file by the ESL service provider. The ESL teacher follows up on those who have not returned them by phone or by sending another notification written in the parents' preferred language. When the Parent Survey and Parent Selection Form is not returned, the default program for ELLs is the ESL program in the school.

#4

Parents of identified ELL students placed in ESL are invited to come to a conference with the certified ESL teacher who explains the methodologies in ESL instruction, the support to make content comprehensible and meet or exceed the NY State standards. Parents who also failed to attend the Parent Orientation are invited to come for a conference at a convenient time with the ESL teacher, and be explained about the program choices and proper documentation of their selection. Parents are welcome to borrow the tape on Parental Option for viewing at home. The completed and signed Parent Survey and Program Selection forms are collected and attached to the HLIS of students, and are filed among the Students Cumulative Records under the care of the classroom teacher.

#5

After reviewing the Parent Survey and Program Selection forms for the past few years, it is evident that 98% of the parents have requested for the Freestanding ESL program at our school. At the start of school year 2010, a new-admit in Fourth Grade came with no English at all. After parents were showed the video that explains the program choices in their native language, Spanish, and after the explanation of the school's data specialist in their own language the setbacks their son might experience from being in a monolingual class with ESL enrichment program, the parents still insisted on having their child remain in the school.

#6

P.S 160 aligns the program offering with the parent choice. A Transfer Option to a Transitional Bilingual Education is offered to those who prefer it. In the future, when a great number of parents opt for Transitional Bilingual Education or has reached the required number of ELLs (at least 15 in the same grade), our school will put in place this program model. It has done so in the past, but the Bilingual classes were dissolved due to the number of students that dwindled after the school zoning system was established.

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>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	24
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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										0

Dual Language																					0
ESL	17	0	14	10	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	27
Total	17	0	14	10	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	27

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	6	5	6	3	4								25
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1										2
TOTAL	1	6	6	7	3	4	0	0	0	0	0	0	0	27

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.

Paste response to questions 1-4 here

1 a and b

Due to the small population of ELLs at P.S.160 and with only one or a few from each class, the only certified ESL teacher delivers the Freestanding ESL using a pull-out model in a heterogeneous or mixed proficiency levels, and does push-in a Grade 1 and 2 Special Education Class where seven students out of twelve are ELLs four periods a week. She and the classroom teacher articulate and work collaboratively in planning and delivering instruction. For pull-outs, the ESL teacher picks up the students from their classroom and brought to the ESL room, and are returned after the allotted minutes.

#2

ELLs in Grades K-5 in both General Education and Special Education are grouped in consideration of their grade level and level of proficiency: Beginning, Intermediate, and Advanced. They are served with the mandated instructional units required as per CR Part 154 : 360 minutes or 8 periods of 45 minutes per week for the Beginning and Intermediate levels, and 180 minutes or 4 periods of 45 minutes per week for the Advanced as determined by the student's NYSESLAT scores or the LAB-R for the incoming students.

Each ELL student receiving ESL instruction will begin by meeting the instructional unit requirements which include for Grades K through 5 the development and strengthening of language skills: LISTENING, SPEAKING, READING, and WRITING on daily basis.

The Language Allocation Policy (LAP) will address all 5 goals of the New York State Learning Standards for ESL. Each student will listen, speak, read and write in English for information and understanding for literacy response, enjoyment and expression, as well as for critical analysis and evaluation. In addition, ELL students will listen, speak, read and write for cross-cultural knowledge and understanding. All standards will be utilized during instruction, not functioning in isolation.

#3

To ensure that ELLs meet the standards, the program is aligned with the core curriculum of the non-ELL instructional program and the ELA and ESL state standards. P.S. 160 is making strides to be consistent with the new Common Core Standards following the framework in ELA and Math to prepare the students for college, including the ELLs. ESL methodologies, as well as strategies of Balanced Literacy, Balanced Mathematics, and Social Studies are used to ensure comprehensive growth. Balanced Literacy focuses on Reading Workshop (mini-lesson, shared reading, guided reading and independent reading), Writing Workshop (modeled writing, guided writing, interactive writing and independent writing), and Word Work (phonemic awareness, phonics, vocabulary and comprehension.)

Books and materials used in the ESL program assist ELLs in all levels in reaching the academic levels expected in the standards. Books are level-appropriate and designated EMERGENT, EARLY, and FLUENT:

- Rigby On Our Way to English
- Rigby Literacy
- Pebble Reading

- Hampton-Brown Into English
- Hampton-Brown English to a Beat
- Celebration Press- Little Celebrations
- NYSESLAT and Beyond – Attanasio & Associates

One computer is made available in the ESL classroom for teacher and students' use. Students may be assigned to make researches or gather facts/information from prescribed websites. They are allowed to use the computer to complete an assigned writing activity. Doing this, allows them to hone on their keyboarding skills. Typing up their piece of writing is specially useful to Special Ed students with difficulty in handwriting. Due to lack of funding, the ESL program does not have software materials that will enhance their vocabulary, reading and writing.

Also included in the ESL classroom library are books in different genres and portray a wide variety of cultural experiences and ethnic backgrounds. They are mostly utilized for guided reading and independent reading

To make content comprehensible in subject areas such as Social Studies and Science, academic vocabulary building and reading comprehension strategies are employed. Learning to write essays on document-based questions (DBQ) is given a lot of emphasis in ESL Social Studies. Fourth Graders who take the standardized test in Science are provided activities that allow them to follow directions in performing experiments.

ESL instruction in all subgroups (newcomers, ELLs being tested in ELA after one year, ELLs with less than 3 years of service, ELLs with more than 3, and ELLs with special needs) will consist of students participating in activities that require the following in consideration of their proficiency level, language acquisition, abilities and skills:

- To formulate, ask and respond to questions to provide information and meaning.
- To present information in clear oral and graphic form, apply learning strategies and make oral and written texts comprehensible and meaningful in differentiated instruction
- Students will be encouraged to identify key elements in texts and relate those features to the students' experiences.
- Students will engage in a variety of student groupings to discuss and share experiences, ideas, information, and opinions,
- Students will share cross-cultural experiences and ideas with others

#4

Differentiated instruction and approaches are used in the different subgroups.

a. There are no SIFE students at P.S. 160 this year.

b. A few new arrivals who have very little English or none at all are placed in monolingual classes whose classroom teachers are Spanish-speaking, if available, in order to make them feel comfortable and given support in the native language. Gradually, this support is reduced. A non-threatening learning environment is created for oral communication. Speaking and reading will lead to reading and writing. The classroom teacher and the ESL teacher articulate with each other to plan instruction to enable the new students make content comprehensible and to monitor progress.

ELLs who have less than 3 years of ESL are continually aided in vocabulary expansion, for use in both oral and written work. Far beyond decoding skills is emphasized. Strategies in reading comprehension are to be developed. There is the scaffolding of the scope of content and concepts. Students are moved toward task-oriented practices where reading independently and writing for expression take root. The results of the periodic assessment and in-class assessment indicating their areas of strengths and weaknesses become the basis of instruction and preparation for ELA., most specially for the ELLs who after one year takes the ELA. The first-time test-takers are mostly encouraged to participate in the ELA extended day program for test sophistication.

c. ELLs who have 4 years of ESL and extension of services are expected to have the nature of their material and the cognitive and academic demands increased. While reading for information and understanding is important, reading for critical analysis and evaluation is also to be developed. Writing for different purposes is fine-tuned. Reading and writing in various genres and the content areas should demonstrate growth. The performance indicators will lead to meeting the standards through constant practice activities.

d. P.S. 160 has no students receiving ESL beyond 6 years.

e. A great number of ELLs at P.S. 160 are Special Education students who remain in the program for three years or more. Some of them have multiple handicaps who receive other mandated related services, such as, Adapted Physical Education, Occupational Therapy, Physical Therapy, Speech, and Guidance, while others are Alternate Assessment students. These are the students who struggle with language acquisition and processing because of some learning disabilities. Instruction is based on the Individual Education Plan (I.E.P.) Differentiated

instruction is employed and activities are tailored according to their age, experience , abilities and skills. The X-coded ELLs and the students on Alternate Assessment are given equal chance to be exposed to skill/test sophistication. P.S. 160 takes the option of administering ELL Periodic Assessments to evaluate their progress and for preparedness for the mandated NYSESLAT.

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?

Paste response to questions 5-14 here

Programming and Scheduling Information-Continued

#5
ELLs identified at risk receive the following intervention on individual and/or small group in order to meet their needs:

- Special Education Teacher Support Services (SETSS)
- Academic Intervention Services (AIS) in Reading and Math
- Extended Time Service (ETS) in Literacy and Math
- Saturday Academy in ESL / ELA/ Math/Science
- ELA / MATH / SCIENCE Test Sophistication
- NYSESLAT Test Sophistication

Instructional materials in the intervention programs are specific to ELA, Math and other content areas. Some of the materials are: Kaplan Keys for K-5 in ELA and Math, and NYS Progress Coach K-5.

#6
Students who have tested out and exited from ESL program will be placed on Transitional Level, where they will be provided one period a week (or 45 minutes a week) of ESL instruction. This is to facilitate their transition into the mainstream curriculum. They are provided help to maximize their language learning with comprehensive reading and writing opportunities.

#7
Depending on the number of parent requests and the required number of ELLs , the Transitional Bilingual program model will be established at our school in the future.

#8
No program or services will be discontinued for the upcoming year, unless school budget does not warrant it. New programs will be considered for the upcoming school year depending upon budget and student needs.

#9
ELLs are afforded equal access to all our school programs. The services, support and resources correspond to ELLs' ages, and grade level.

The After School Program that is held on Mondays for two hours , as well as the Academic Intervention conducted by teachers on their Prep schedule two periods a week and the Extended Time Services for 371/2 minutes three times weekly are all available to ELLs.

#10.

Books and materials used in the ESL program assist ELLs in all levels in reaching the academic levels expected in the standards. Books are level-appropriate and designated EMERGENT, EARLY, and FLUENT:

- Rigby On Our Way to English
- Rigby Literacy
- Pebble Reading
- Hampton-Brown Into English
- Hampton-Brown English to a Beat
- Celebration Press- Little Celebrations
- NYSESLAT and Beyond – Continental Press

One computer is made available in the ESL classroom for teacher and students' use. Students may be assigned to make researches or gather facts/information from prescribed websites. They are allowed to use the computer to complete an assigned writing activity. Doing all these, allow them to hone on their technological skills, as well as keyboarding skills. Typing up their piece of writing is specially useful to Special Ed students with difficulty in handwriting. Due to lack of funding, the ESL program does not have software materials that will enhance their vocabulary, reading and writing.

Also included in the ESL classroom library are books in different genres and portray a wide variety of cultural experiences and ethnic backgrounds. They are mostly utilized for guided reading and independent reading

To make content comprehensible in subject areas such as Social Studies and Science, academic vocabulary building and reading comprehension strategies are employed. Learning to write essays on document-based questions (DBQ) is given a lot of emphasis in ESL Social Studies. Fourth Graders who take the standardized test in Science are provided activities that allow them to follow directions in performing experiments.

ESL instruction in all subgroups (newcomers, ELLs being tested in ELA after one year, ELLs with less than 3 years of service, ELLs with more than 3, and ELLs with special needs) will consist of students participating in activities that require the following in consideration of their proficiency level, language acquisition, abilities and skills:

- To formulate, ask and respond to questions to provide information and meaning.
- To present information in clear oral and graphic form, apply learning strategies and make oral and written texts comprehensible and meaningful in differentiated instruction
- Students will be encouraged to identify key elements in texts and relate those features to the students' experiences.
- Students will engage in a variety of student groupings to discuss and share experiences, ideas, information, and opinions,
- Students will share cross-cultural experiences and ideas with others

#11

Native language support is especially essential to a new-arrived student.

A few new arrivals who have very little English or none at all are placed in monolingual classes whose classroom teachers are Spanish-speaking in order to make them feel comfortable and given support in the native language. Gradually, this support is reduced. A non-threatening learning environment is created for oral communication. Speaking and reading will lead to reading and writing. The classroom teacher and the ESL teacher articulate with each other to plan instruction to enable the new students make content comprehensible and to monitor progress.

#12

Requires services, support and resources correspond to ELLs' ages and grades.

Special Education students' Individual Educational Plan (I.E.P.) dictate the kind of instruction for them.

#13

Our school has no project jump start or set of activities to assist the newly enrolled ELLs before the beginning of the school year.

#14

No language electives are offered to ELLs at P.S. 160.

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

Professional Development and Support for School Staff

#1

The ESL Teacher who attends Grade Level meetings and staff conferences contributes to classroom teachers who work with ELLs instructional strategies that work best with ELLs, such as, vocabulary building, the use of graphic organizers to assess students' background knowledge to assist them in writing extended responses. The ESL teacher also provides instructional strategies to classroom teachers during cooperative planning and inquiry meetings. With the help of the school data specialist, assessment and analysis of ELLs' results on predictive assessments are shared with the classroom teachers and alternate paras, and if applicable with parent coordinator.

A professional development plan is underway for classroom teachers and alternate paras who work with ELLs.

As done in the past, Chancellor's Days may be looked at as a possible day to share instructional strategies to the above-mentioned personnel. On November 2, 2010, the ESL teacher attended a SIOP training at Fordham University and any plans are therefore pushed forward to June 9, 2011.

The ESL service provider attends meetings conducted by BETAC to keep her abreast of the recent approaches and hone her teaching skills. She also receives SIOP training in collaboration with Fordham University. All these strategies learned are passed on to classroom teachers who work with ELLs as needed.

#2

The ELLs who are making a transition from the elementary to middle school are provided help to maximize their language learning with comprehensive reading and writing opportunities. They are encouraged to make most of the school library and make visits to local libraries, and keep their interest alive acquiring proficiency in English language.

#3

A survey of all new staff members will be conducted by the ESL teacher to discover how many staff are in need of 7.5 hours of ELL Training. Based on the survey results, a schedule of training sessions will be conducted and records will be maintained by the ESL teacher of those teachers meeting their requirements. These records will be kept in a secure filing cabinet in the ESL teacher's room. In the past, ELL Support Specialist Ms. Dorothy Werner, volunteered to give an afternoon training on ESL strategies held at the school auditorium and attended by all faculty and paras. This year, we are looking at having possible experts/specialists who may give similar opportunities for the school personnel. The ESL teacher also invites teachers who have not completed 7.5 hours of training to visit the ESL classroom to observe

ELLs. A maximum of 3 visits is set to count as 2.5 hours. Prep periods , if feasible for the ESL teacher and the classroom teacher, may be utilized for discussion of strategies.

Professional reading materials and videos on ESL methodologies are available to teachers.

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?

Paste response to questions 1-4 here

Parental Involvement

#1

Parental involvement is very crucial. Parental involvement includes a wide range but generally refers to parents' and family members' use and investment of resources in their children's schooling. These investments can take place in or outside of school, with the intention of improving children's learning. Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Involvement at school may include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events.

At the ESL Orientation where parents are invited to watch the video that provides information on ELL programs, parents are also explained by the Parent Coordinator who is in attendance the different services and support that are available at P.S.160. She encourages them for their participation in the following:

- Parent Association
- School Leadership Team
- I.E.P. Conferences
- Parent-teacher conferences
- Parents' Meetings and Workshops (with parent coordinator and Literacy and Math coaches)
- ESL Parent Orientation
- Family Day
- Parent Volunteers organizing activities during lunch times
- Barbeque Day and Field Day
- Assembly programs (Multicultural dances and Musicale)
- Fundraising

#2

P.S. 160 has secured partnerships that provide workshops to the school community including ELL parents. These are:

- Bronx Health Link
- Learning Leaders
- UFT Dial-a-Teacher
- JAFA Grandparent Connection
- Juvenile Diabetes Foundation
- New York Life and Primemercia for financial planning

#3

The needs of the parents are evaluated in various ways:

- Creating a dialogue between the parent and the ESL teacher to get feed back in which areas parents feel their children need help, while at the same time giving insight on how parent can be helped. A few parents have approached the ESL in the past for help regarding finding adult programs that offer English instruction. They were assisted by her to register in those program available in nearby districts.

Parents of ELLs are not excluded from Parent Monthly Roundtable. They are encouraged to attend and if necessary, a language interpreter is made available to listen to their concerns and issues.

- Parent-Teacher Conferences are held periodically and parents are allowed to explore the classroom library with some Spanish books that they are allowed to borrow to support their native language.

- Informational flyers from D.O.E and our school are distributed addressing how the school can be of assistance in helping the parents. Some are available in different languages to best convey the messages to non-English speaking parents.

#4

On a school-wide basis where P.S. addresses the needs of the parents , including parents of ELLs, the data received from parents' responses to the school's outreach, such as, the Learning Environment Surveys, Parent Roundtable, etc, are reviewed. Then our school look to offer workshops and resources that help to empower them in the area they showed a need in. This is done through various organizations such as Learning leaders, our network provider, Fordham University, in-house facilitators, OEM Preparedness, Westchester Square Medical Center, and Resources for Children with Special Needs, JASA Grandparent Connection and Workshops facilitated by the Parent Coordinator, just to name a few. Each workshop is chosen not only to give the parent information and resources but hands-on experience giving them the necessary skills and/or information to help them in the area they need assistance in. Where needed, language in-house interpreter is made available.

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)	5	1	1		1									8
Intermediate(I)		3	2	2	1	3								11
Advanced (A)			1											1
Total	5	4	4	2	2	3	0	0	0	0	0	0	0	20

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	1	2	0	2	0							
	I	3	2	0	0	0	0							
	A	1	1	4	0	2	0							
	P	0	1	0	3	0	3							
READING/ WRITING	B	6	4	3	0	2	0							
	I	0	0	3	2	1	2							
	A	0	2	1	0	0	1							

New York State Regents Exam										
		Number of ELLs Taking Test				Number of ELLs Passing Test				
		English		Native Language		English		Native Language		
Grade	Other	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	TOTAL				
3	Comprehensive English	2				3				
4	Math		1			1				
	Biology		3			3				
	Chemistry					0				
	Earth Science					0				
	Living Environment					0				
	Physics					0				
	NYSAA Bilingual Spe Ed					0				
	Geography									
	US History and Government	NYS Math								
Foreign Language		Level 1		Level 2		Level 3		Level 4		Total
Grade	Other	English	NL	English	NL	English	NL	English	NL	
	Other	2				1				3
	NYSAA ELA	1								1
	NYSAA Mathematics	1		2						3
	NYSAA Social Studies									0
	NYSAA Science									0
	7									0
	8									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)		Level 1		Level 2		Level 3		Level 4		
		NL	English	NL	English					
Chinese Reading Test										
	8									0
	NYSAA Bilingual Spe Ed									0

NYS Social Studies

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Paste response to questions 1-6 here

Assessment Analysis

#1

The early literacy skills of ELLs in K-2 are assessed with the administration of Teachers College Reading and Writing Project (TCRWP) by the classroom teachers. The reading assessment tool tests the students' accuracy and self-correction, comprehension and fluency. The child's ability are measured in comprehension and answering literal and inferential questions after they are read a story. The child may respond to questions in numerous ways, but is acceptable only as long as the response for that section demonstrates the child's understanding. The running records of oral reading has a set of conventions for coding reading errors: substitution, self-correction, repetition, omission, insertion, sounding out, spelling words, appeal for words, long pause, and told or as aided. The child is tested on concept of print, phonemic awareness, recognition of letters, letter sounds, word recognition and sight words.

Last year, six Special Education students in ESL who were in K- 2 scored poorly. Three of them made irrelevant responses to comprehension questions or made no response at all. A few failed to give the correct letter sounds which indicated lack of phonemic awareness; and their inability to recognize words or sight words reflected lack of exposure or reading readiness. On the running records there was more substitution for words and omissions. This information gives an instructional base for the ESL teacher. Evidently, these students need to have more read-alouds and practice on getting meaning from what's read by learning to answer what, when where, why and how. Teaching reading strategies, such as looking at the picture and the initial letter of the word, sounding it out, looking at configuration clues, are among others that should be constantly employed. Vocabulary is to be enriched. Students with limited English who fail to even identify objects in English should be exposed to them and be constantly asked to name the realia or pictures with corresponding initial sound. A Dolch chart of sight words need to be made visible to students for retention.

#2

Five new-admits in Kindergarten were given LAB-R at the start of the school year 2010. The scores obtained by four of them reveal that students have sufficient survival skills, letter recognition, knowledge of environmental print, reading readiness and some reading fluency with the short stories they themselves read. As a result all four tested out. One Special Ed whose I.E.P. recommends that she be placed in a functional class and with ESL was also tested and did very poorly, considering her multiple disabilities. This information provides an insight of the background, experience and needs of the student, and for which planning and utilizing learning

Evidently in NYSESLAT 2010, reading and writing modalities are found wanting. Mostly, in these modalities, Special Ed students who are ELLs scored in the Beginning Level. Overall there are ten Beginners in Grades K-1 and two in the Advanced Level; there are five Beginners, six Advanced, and one Proficient in Grades 2-4; there are two Intermediate and one Advanced in the 5th Grade. All five x-coded students on Alternare Assessment obtained scores in Beginning Level.

#3

Although every student made some gains in the recent test, it still calls for proper planning and employing reading comprehension strategies and thorough development of writing for school year 2010-2011. The reading/writing modalities should include vocabulary enrichment. A review of our results for General and Special Education students show that reading and writing skills need to be further developed. Guided Reading instruction is an important component to assist students in building their reading skills. Modeled writing and conferencing with students will assist them to build their skills in this area. Differentiated instruction will allow the ESL teacher to individualize instruction based on assessed needs. Individual student progress will be assessed every 6 weeks and adjustment made to instruction based on the analysis of those assessments. ESL Goals for each grade and individual students are established at the beginning of the year and updated regularly.

The 3rd Grade student who tested Proficient will be invited to be in the Transitional Program of one 45-period of ESL per week to provide help to maximize his language learning with comprehensive reading and writing.

#4 a

In last year's State assessments, three ELLs in the 5th Grade took Social Studies, ELA and Math. These test-takers obtained scores in Levels 1 and 2 in ELA and Social Studies and consistently show that they have some mastery in the oral English language, but not near enough to assure success in reading and writing, and answering DBQs. One student obtained Level 1 and two in Level 2 in Math. Across the grade, the Performance Level of the 5th Graders in Special Ed obtaining 2 is 60%.

The two 3rd Graders in Special Ed who took ELA and Math scored in Level 1. These students are both far below their grade level in Reading and Math. One General Ed student scored 2 and 3. This student has shown tremendous improvement and performs within range in the 3rd Grade. The only X-coded student in Special Ed 3rd Grade scored Level 1 in ELA, Level 2 in Math and Level 1 in Science. This

student has not consistently shown significant progress.

ELLs who are also Special Ed students remain low. Surely, they have problems that stem from difficulties with the academic language and cognitive skills, but arduous efforts, high expectations and improved instruction should pay off.

No ELL student was tested in the native language.

#4 b

The results of the ELL Periodic Assessment are particularly useful to the teacher. Results help drive instruction and the focus for helping the students in their weaknesses or deficiency, such as, listening to directions and listening to answer questions from a story/passage read.

#4 c

ELL Periodic Assessment monitors student learning. It also predicts students' likely Performance Level so that students and teachers know how much work they need to do and where to focus their effort to meet the NYC Learning Standards. P.S. 160 administers ELL Periodic Assessments also to the X-coded and students on Alternate Assessment to give them equal exposure and preparedness in taking the mandated NYSESLAT to them.

#5 Question NOT APPLICABLE to P.S. 160

#6

Success of ESL Program for ELLs is based on the results on the standardized tests by scoring 3 and 4 in ELA and Math and students making at least one year's progress. Success in the NYSESLAT is measured by the student moving one proficiency level on the NYSESLAT exam. When ELLs have transitioned from having basic interpersonal communication skills to having acquired cognitive academic language proficiency, then there's favorable outcome, and truly they made a mark.

Additional evidences of success for ELLs may also be measured by performance-based tasks, such as:

- accurate paraphrase of what is heard or read
- following directions that involves multiple steps
- using concept maps, semantic webs or outlines to organize information
- producing a summary of information found in biography, text book
- using facts and data from articles
- writing essays for science or social studies
- using technical terms correctly
- producing flow charts and diagrams to show relationships among information

Additional Information

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

Paste additional information here

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		