



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** WILLIAM T. SAMPSON

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 20K160

**PRINCIPAL:** MARGARET M. RUSSO **EMAIL:** MRUSSO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KARINA COSTANTINO

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Margaret M. Russo	*Principal or Designee	
Kontessa Drossos	*UFT Chapter Leader or Designee	
Janeth Reyes	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Erin Lew	Member/Guidance Counselor	
Alyson Jaffe	Member/Teacher	
Miriam Quiles	Member/Teacher	
Maria Sparacio	Member/Teacher	
Kristin Wells	Member/Tacher	
Yoke Fong Chan	Member/Parent	
Nee Lam Ng	Member/Parent	
Juan Lin	Member/ Parent	
Michelle Liu	MemberVParent	

Mercedes Moncaleano	Member/ Parent	
Roopali Turner	Member/ Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- By June 2012, the number of students school wide reading at or above the standard will increase by 5%, as measured by the Fountas & Pinnell Reading Assessment.

### **Comprehensive needs assessment**

- As of June 2011, 42% of students, school wide, met or exceeded the reading benchmark levels for their grade as measured by the Fountas & Pinnell Reading Assessment.

### **Instructional strategies/activities**

- All level 2 readers, based on the Fountas & Pinnell Reading Assessment, receive academic intervention services in literacy through full-time and part-time support personnel. Reading levels are assessed through formal and informal assessments 5 times throughout the year to maintain fluid grouping in the AIS program.

### **Strategies to increase parental involvement**

- Parents of students receiving academic intervention in literacy receive periodic reports on their child's progress.
- Workshops for parents on the use of ACUITY are held in order to encourage and help parents work with their children at home to improve achievement in literacy.
- Parent support information is also shared via the school's website.
- All information is translated into dominant native languages.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Classroom teachers and AIS support personnel receive ongoing professional development from coaches and outside literacy consultants on an ongoing basis.
- In order to attract Highly Qualified Teachers, we have partnered with The College of Staten Island (CUNY), and Teachers College at Columbia University to have student teachers and interns work in our building so that we can assess their abilities while offering them Professional Development opportunities. These students often complete their degrees and have the opportunity to work at P.S. 160. Once employed by us, we offer buddy teachers and mentors so that our teachers have every opportunity to hone their skills by working collaboratively with "master teachers" and observing their colleagues at work.
- Classroom teachers on each grade have an average of 4 common preps per seven day cycle which allows for effective planning and collaboration.

### **Service and program coordination**

- The school has a partnership with Chess in the Schools Program. All third and fourth grades classes participate in this chess program. Teachers coordinate chess instruction with instructional strategies to increase critical thinking skills and therefore increasing student comprehension.
- The school has a partnership with Arts Connections, which provides a music program to increase oral language development and fluency. This will have a positive impact on students' comprehension.
- The school has a partnership with the Brooklyn Chinese American Association (BCA). The BCA runs an after school program for students in grades kindergarten through grade five. Counselors are trained in literacy and homework assistance.

**Budget and resources alignment**

- As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III.
- \$199,465 Title I/ \$61,165 Fair Student Funding (FSF)/ \$100,370 Title IIA

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- By June 2012, the number of students in grades 3, 4 and 5 scoring a level 3 or 4 on the extended response question on the NYS ELA assessment will increase by 3% as measured by the 2012 NYS ELA Assessment.

### **Comprehensive needs assessment**

- As of June 2011, 35% of students in grades 3, 4 and 5 scored a level 3 or 4 on the extended response question on the 2011 NYS ELA Assessment. 12% of students currently in grades 4 and 5, met or exceeded benchmark levels in reading at the time of the test as measured by the Fountas & Pinnell Reading Assessment, scored below standard on the extended response question.

### **Instructional strategies/activities**

- Student writing instruction which mirrors the CCLS task in literacy has been built into the curriculum in all content areas. Student writing which supports an argument or statement occurs on a continual basis.

### **Strategies to increase parental involvement**

- Parents will be informed through PTA meetings, workshops and the school's website of the content of the new Common Core Learning Standards.
- Activities will be posted on the school website which parents can do at home with their children to help them meet the benchmarks for these standards in both reading and writing.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All teachers attend professional development on an ongoing basis in curriculum planning and assessment around the CCLS and the new literacy tasks. Student writing is formally assessed 8 times during the year both collaboratively and individually using rubrics aligned with the CCLS.
- In order to attract Highly Qualified Teachers, we have partnered with The College of Staten Island (CUNY), and Teachers College at Columbia University to have student teachers and interns work in our building so that we can assess their abilities while offering them Professional Development opportunities. These students often complete their degrees and have the chance to work for us as substitute teachers. Once employed by us, we offer buddy teachers and mentors so that our teachers have every opportunity to hone their skills by working collaboratively with "master teachers" and observing their colleagues at work.
- Classroom teachers on each grade have an average of 4 common preps per seven day cycle which allows for effective planning and collaboration.

### **Service and program coordination**

- The school has a partnership with Chess in the Schools Program. All third and fourth grades classes participate in this chess program. Teachers coordinate chess instruction with instructional strategies to increase critical thinking skills and therefore increasing student comprehension.
- The school has a partnership with Dancing Classrooms through American Ballroom Theatre. In addition to our fifth grade students learning ballroom dancing, there is a writing component to the program which gives students increased opportunities for authentic writing.

**Budget and resources alignment**

- As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III,
- Per Diem substitutes and payment of presenters for teachers to participate in in-house and outside Professional Development, Learning walks, etc is paid for with the 5% of the Title I School wide Projects monies that can be used to support the Professional Development of teachers to make sure that they become Highly Qualified.
- An additional 10% of Title I funds is used to support on-going Professional Development.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- By June 2012, the number of English Language Learner students scoring a level 3 or 4 on the NYS ELA Assessment will increase by 5% as measured by the 2012 NYS ELA Assessment.

#### **Comprehensive needs assessment**

- As of June 2011, 25% of English Language Learner students scored a level 3 or 4 on the 2011 NYS ELA Assessment.
- Based on our school report card, we did not meet the Annual Yearly Progress indicators for our English Language Learner students. We have looked carefully at the Running Records, Interim Assessments, and anecdotal records in each class containing English Language Learner students and have discovered the need for more effective planning, increased rigor and Academic Intervention Services (AIS).

#### **Instructional strategies/activities**

- All students who scored a level 2 on the 2011 NYS ELA Assessment receive small group academic intervention services in reading. Current programs include AIS literacy during the day and extended day and Literacy Plus programs after school.
- Additionally, we have licenses for the computer programs Razkids and Imagine Learning English. These programs focus on having students complete both reading and writing activities. Then, the computer assesses and tracks student progress. This assessment/tracking system gives teachers ideas and lessons aligned with their students' areas in need of improvement.
- Classroom teachers on each grade have an average of 4 common preps per seven day cycle. ESL Teachers share common preps with the grade they are assigned allowing for collaborative planning and sharing of ESL methodology.

#### **Strategies to increase parental involvement**

- Parents of students receiving academic intervention in literacy receive periodic reports on their child's progress.
- Workshops for parents on the use of ACUITY are held in order to encourage and help parents work with their children at home to improve achievement in literacy.
- Conduct Family ESL classes in the evening to support the literacy development of students' parents/ guardians.
- Our Parent Coordinator speaks the dominant languages of our school population. Translation is available for all meetings and conferences.
- This information is also shared via the school's website.
- All written information is translated into parents' home languages.
- The school will conduct educational family activities throughout the school year.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- In order to attract Highly Qualified Teachers, we have partnered with The College of Staten Island (CUNY), and Teachers College at Columbia University to have student teachers and interns work in our building so that we can assess their abilities while offering them Professional Development opportunities. These students often complete their degrees and have the chance to work for us as substitute teachers. Once employed by us, we offer buddy teachers and mentors so that our teachers have every opportunity to hone their skills by working collaboratively with "master teachers" and observing their colleagues at work.
- All teachers working with at-risk students receive ongoing professional development from coaches and outside literacy consultants. ESL teachers work with academic support personnel and teachers on a daily basis.

**Service and program coordination**

- The school has a partnership with Chess in the Schools Program. All third and fourth grades classes participate in this chess program. Teachers coordinate chess instruction with instructional strategies to increase critical thinking skills and therefore increasing student comprehension.
- The school has a partnership with Arts Connections, which provides a music program to increase oral language development and fluency. This will have a positive impact on students' comprehension.
- The school has a partnership with the Brooklyn Chinese American Association (BCA). The BCA runs an after school program for students in grades kindergarten through grade five. Counselors are trained in literacy support and homework assistance.

**Budget and resources alignment**

- As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, and Title III Immigrant funds.
- \$35,750 Title III Immigrants/ \$8,629 Title III LEP/ \$56,099 Title III Parent Involvement/ \$1,789 Translation, Interpretation/ \$9,541 Title I.

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- By June 2012, 10% of current Grade 5 students scoring a level 2 on the 2011 NYS Math Assessment will improve to a level 3 on the 2012 NYS Math Assessment.

### **Comprehensive needs assessment**

- 24% of current Grade 5 students scored a level 2 on the 2011 NYS Math Assessment.

### **Instructional strategies/activities**

- Current Grade 5 students scoring a level 2 on the 2011 NYS Math Assessment receive additional small group academic support in math along with the individual and small group instruction they receive on a daily basis from the classroom teacher. The additional support is provided during the school day, after school and on Saturdays by the math coach.

### **Strategies to increase parental involvement**

- Parents are encouraged to work at home with their children on the Acuity website. Instructional resources are assigned by the classroom teacher based on students' needs. Parents of children receiving academic intervention in math are informed of their child's progress through periodic progress reports.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- In order to attract Highly Qualified Teachers, we have partnered with The College of Staten Island (CUNY), and Teachers College at Columbia University to have student teachers and interns work in our building so that we can assess their abilities while offering them Professional Development opportunities. These students often complete their degrees and have the chance to work for us as substitute teachers. Once employed by us, we offer buddy teachers and mentors so that our teachers have every opportunity to hone their skills by working collaboratively with "master teachers" and observing their colleagues at work.
- Professional development is provided to Grade 5 teachers on a monthly basis in instructional strategies and assessment in math.

### **Service and program coordination**

- The school has a partnership with the Brooklyn Chinese American Association (BCA). The BCA runs an after school program for students in grades kindergarten through grade five. Counselors are trained to provide homework assistance in math.

### **Budget and resources alignment**

- As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, and Title III Immigrant funds.
- \$100,370 Title I: Coach Salary

- Title I funds to support per session for after school and Saturday programs.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0		N/A	N/A	9		1	
<b>1</b>	35		N/A	N/A	6	1	6	
<b>2</b>	26		N/A	N/A	2	1	2	
<b>3</b>	39		N/A	N/A	10	1	6	
<b>4</b>	60	35			5	1	5	2
<b>5</b>	46	25			6		3	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p><b>Reading Recovery: One to one – during the school day.</b></p> <p><b>ERIC: Small groups – during the school day.</b></p> <p><b>Leveled Literacy Intervention: Small Group – during the school day.</b></p> <p><b>Wilson: One-to-one – during the school day.</b></p> <p><b>Targeted Reading Skills: Small group – during the school day.</b></p> <p><b>Literacy Plus: Small group – after school</b></p> <p><b>Targeted Reading: Small group – Extended day.</b></p>
Mathematics	<p><b>AIS Math based on Every Day Math and Common Core Learning Standards: Small group – during the school day.</b></p> <p><b>AIS Math based on Every Day Math and Common Core Learning Standards: Small group – Saturday Program.</b></p>
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	<p><b>Provides crisis intervention and counseling to students in need. Conduct individual and group counseling as well as family therapy as needed during the school day.</b></p> <p><b>Conducts parent workshops on positive parenting and discipline during the school day.</b></p>
At-risk Services provided by the School Psychologist	<p><b>Provides crisis intervention and counseling to students in need. Conduct individual and group counseling as well as family therapy as needed during the school day.</b></p> <p><b>Conducts parent workshops on positive parenting and discipline during the school day.</b></p>

<b>At-risk Services provided by the Social Worker</b>	<b>Provides crisis intervention and counseling to students in need. Conduct individual and group counseling as well as family therapy as needed during the school day. Conducts parent workshops on positive parenting and discipline during the school day.</b>
<b>At-risk Health-related Services</b>	<b>Health education for students with asthma: small group during the school day.</b>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

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

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Chris Groll/Altagracia Santana</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>160</b>
School Name <b>William T. Sampson</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Margaret M. Russo</b>	Assistant Principal <b>K. Anderson/M. Hamdan</b>
Coach <b>Vicki Rogers</b>	Coach <b>type here</b>
ESL Teacher <b>Miriam Quiles</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Janeth Reyes</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>Kristin Wells/ Data Specialist</b>

### C. 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	<b>8</b>	Number of certified bilingual teachers	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>889</b>	Total Number of ELLs	<b>553</b>	ELLs as share of total student population (%)	<b>62.20%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

2. If a student is identified as eligible to receive ELL services as determined by the LABR, an invitation to the Parent Selection Orientation meeting for Identification and Placement of ELLs will be sent to the parents or guardians of these students. This Parent Orientation meeting is conducted by the ESL Coordinator or a trained certified ESL or Bilingual teacher. Interpreters are made available during this meeting. Translation unit services are provided to those parents for whom we do not have a translator available on the premises. Prior to commencement, parents are instructed to sign in and a Parent Orientation Meeting Agenda, Parent Survey/Program Selection Form and the Parent Brochure (A Guide for Parents of English Language Learners) are distributed in their native language. During this meeting, an administrator welcomes parents and an explanation of the purpose of this meeting is provided. CR Part 154 and Title III regulations are explained. This information includes the identification process of ELLs as well as the formation of bilingual classes in Grades K-8 where there are 15 or more students on a single grade or in two contiguous grades speaking the same language. Information regarding the number of minutes of service required under these regulations for students at the Beginning, Intermediate and

Advanced Level of proficiency is also provided. If there are not enough students to form a bilingual class, parents are also informed of the option to transfer their child to another school within the district. However, if parents reject the transfer, students will remain in our school and receive ESL instruction. Additionally, parents are informed that the program selection is for one school year and that in the Spring the NYSESLAT is used to determine continued eligibility for the following school year. Parents are also told that if their child continues to be eligible for services the following school year based on the results of the NYSESLAT, they will receive a Continuance Form and at that time can indicate their program of choice for the new school year. Failure to return the Program Selection Form within the first ten school days will be considered a selection of a Transitional Bilingual Program. Parents are also informed that research shows ELL students who stay in one program perform better academically than those who switch between programs from year to year. An explanation of federal funding under Title III and the availability of supplemental services provided particularly for ELLs and parents of ELLs is provided. After this information is presented, parents are given the opportunity to view the Orientation Video for Parents of ELLs in their native language. This video provides parents with the information necessary regarding all Bilingual and English as a Second Language Programs available in the New York City Public Schools so that they may make an informed decision. After the video presentation, opportunities for any further questions or clarifications are provided. The parents fill out the parent selection forms and trained ESL teachers are made available to ensure that all forms have been completed and collected. Due to a high number of immigrant families that work long hours, parents are contacted by phone to schedule make-up sessions. These sessions are conducted by a trained pedagogue. The sessions are offered before, during and after school in a one to one format so that we may accommodate our parent and their schedules. Contact logs are kept on file. Identification and placement are conducted within the first ten school days.

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

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

5./6. In the past few years, there has been an increase in the overall student population. This has led to overcrowded classrooms across the grades. In order to address this ongoing overcrowding issue at P.S. 160, an Annex to our school building is expected to be completed by September 2012. In the interim, for the past four years Kindergarten students placed on a waiting list are transported to another New York City Public school for instruction. The continual growth in the overall school population has resulted that students in Grades Kindergarten and One be transported to other New York City Public schools again. Additionally, many of our ELL students are transient traveling back and forth to their native country or another US state. Many of the students whose parents chose a TBE program speak a Chinese dialect, the most dominant of which is Mandarin. These events impact our Bilingual and ESL programs. Currently 9% of our ELL students had parents who chose a TBE program as their choice. A new Transitional Bilingual Education Chinese speaking class was formed aligned with the Parent Selection Program choice. Parents who chose a bilingual program which we did not offer based on the Parent Selection form were offered and rejected a transfer to another NYC Public school within the district. Communication is maintained every year with these parents to ensure their continued program choice. Records of Parent Selection Choices are updated to ensure proper placement. to determine whether they would like to continue with their program of choice as indicated on the Parent Selection Forms from the previous school year. These parents indicate on the continuance form their program choice for the new school year and if they choose a TBE program also indicate whether they would like their child to participate in a

TBE Bridge Class. This information has been updated on the current ELL Parent Selection/ Continuance Form checklist. In some cases, parents select a bilingual program, but do not want their child placed in a bridge class. This is very common in grades Kindergarten through grade three.

## 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●

This school offers (check all that apply):

Transitional bilingual education program	Yes✳	No●	If yes, indicate language(s): Chinese
Dual language program	Yes●	No✳	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	44	0	0	0	0	0	0	0	0	0	0	0	0	44
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>														0
<b>Total</b>	44	0	0	0	0	0	0	0	0	0	0	0	0	44

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	553	Newcomers (ELLs receiving service 0-3 years)	419
Special Education	43		

Number of ELLs by Subgroups					
SIFE	7	ELLs receiving service 4-6 years	131	Long-Term (completed 6 years)	3

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	44	0	0	0	0	0	0	0	0	44
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	375	7	22	131	0	18	3	0	3	509
Total	419	7	22	131	0	18	3	0	3	553

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	44	0	0	0	0	0	0	0	0	0	0	0	0	44
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	44	0	0	0	0	0	0	0	0	0	0	0	0	44

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	
	EL	EP	EL	EP																
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	
	EL L	EP																		
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	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): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

**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	14	16	12	13	14	4	0	0	0	0	0	0	0	73
Chinese	44	85	80	78	61	46	0	0	0	0	0	0	0	394
Russian	1	1	0	3	1	0	0	0	0	0	0	0	0	6
Bengali	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Urdu	3	0	1	2	1	0	0	0	0	0	0	0	0	7
Arabic	1	1	0	0	4	1	0	0	0	0	0	0	0	7
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	2	2	1	2	1	0	0	0	0	0	0	0	0	8
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## 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
Other	2	1	3	1	2	3	0	0	0	0	0	0	0	12
<b>TOTAL</b>	<b>67</b>	<b>106</b>	<b>97</b>	<b>99</b>	<b>85</b>	<b>55</b>	<b>0</b>	<b>509</b>						

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

All classes at P.S. 160 have ELL students serviced in a Push In Program. There are six Kindergarten classes. Two classes have been designated as a Transitional Bilingual Education (TBE) Chinese speaking class. Three classes with a range of 16-25 students in each class receive ESL services. One class is an Integrated Co-Teaching class In Grade One, there are 5 classes with approximately 25 ELL students in each class. Services are provided in a Push In Program. One class has been identified as a Collaborative Team Teaching Class. Services are provided in a Push In Program. In Grade Two, there are 6 classes with a range of 18-20 students in each class. Services are provided in a Push In Program. In Grade Three there are 5 classes with approximately 18-25 students in each class. Services are provided in a Push In Program. In Grade Four there are five classes with approximately 15 to 20 students. All students receive services in a Push In Program. However, Beginner ELLs in this grade are also serviced in a Pull Out Program in order to meet required mandated minutes. In Grade Five there are four classes with approximately 15 students in each class. All students receive services in a Push In Program. In addition, Beginner and Intermediate ELLs are serviced in a Pull Out Program of instruction.

Presently at P.S. 160K we have two Transitional Bilingual Education (TBE) Chinese Kindergarten classes with a total of 22 ELLs. Instruction in both TBE programs are provided by two bilingual teachers that hold Bilingual licenses or NYS certification. Native language instruction is provided in Mandarin. Students in the beginning stages receive native language and English instruction using a 60/40 ratio of Chinese to English respectively. As the year progresses, the ratio changes based on the student's evolving language proficiency. Intermediate and Advanced leveled students' native language and English instruction is based on the student's level of language fluency and academic proficiency in each.

The following is a scheduled breakdown of instruction for students in the Transitional Bilingual Chinese Class:  
 1 - 45 minute period of Readers Workshop (English)

## A. Programming and Scheduling Information

- 1 - 45 minute period of Writers Workshop (English)
- 1 - 45 minute period of Math Workshop (Chinese/English)
- 1 - 45 minute period of ESL (English)
- 1 - 45 minutes period of NLA (based on Language Proficiency Levels)
- 1 - 45 minute period of Content Area – Science, Social Studies etc. (Chinese/English)

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

2a.

All advanced level students in grades K-5 are currently receiving the mandated 180 minutes of instruction as per the CR Pt. 154 guidelines. However, due to the loss of a certified ESL teacher, currently not all beginner and intermediate students are receiving the required 360 minutes of instruction. Therefore, we are actively seeking a certified ESL teacher to help meet the mandates for these students. This task is difficult as this has become a shortage area. The following are the number of minutes currently provided to beginner and intermediate level students in grades K-5. These totals do not include the Transitional Bilingual Chinese class as all students are receiving the required number of minutes as per CR Pt. 154 regulations as indicated above. There are four Kindergarten classes with approximately 15-20 ELL students per group, of which three classes are receiving 350 minutes and one class is receiving 300 minutes. In Grade One there are five classes, with groups ranging from 21-25 ELL students, of which one class is receiving 360 minutes, one class receives 350 min and three classes receive 300 minutes of service. There are six classes in Grade Two with approximately 16-20 ELL students. Of the six classes, three receive 360 minutes of service, one class receives 350 minutes and two classes receive 250 minutes of service. There are six classes in Grade Three with groups ranging from 18-24 ELL students. Of these classes, three receive 360 minutes of service and three receive 300 minutes of service. In Grade Four there are five classes with groups ranging from 15-20 ELL students, in which all beginners are receiving 360 minutes of service and all intermediates are receiving 250 minutes. Grade Five currently consists of four classes with approximately 12-15 students. All beginning level students are receiving 360 minutes of instruction in ESL and one class in receiving 300 minutes of instruction. Native Language instruction is provided by bilingual staff whenever possible to facilitate native language transference. Bilingual materials such as bilingual picture cards, glossaries, dictionaries and text are made available to students. Bilingual literature is a part of the classroom library so that ELL students have access to text in their native language. These materials are embedded in daily ESL/ELA instruction.

3.

Teachers at P.S.160K hold positive attitudes toward having ELL students in their classes as evidenced by the time they dedicate to the planning for these students and the interest in learning how to incorporate ESL Methodologies in their classroom instruction. Together with the ESL teachers, classroom teachers meet during grade conferences. ESL teachers attend professional development sessions along with their cooperating teachers so they may be able to plan effectively. The goal of our ESL program is to integrate academic and English language instruction in order to make content area subject matter comprehensible. This framework, sometimes referred to as sheltered instruction, makes academic instruction comprehensible by providing scaffolded instruction and foster language development. This support is a key component necessary to provide differentiated instruction in the push in program. Some strategies used are building background knowledge, highlighting key concepts and vocabulary, using visuals and realia and modeling language structures. Instruction is modified based on the needs of the students. ELL students are provided with various opportunities in different classroom formats such as individual, small group or whole class instruction. Portions of the (SIOP) model, Cognitive Academic Language Learning Approach (CALLA), QTEL, visual aides, leveled books, culturally diverse materials and graphic organizers are used to infuse ESL strategies in the content areas. Push- In periods during the content area subjects provide additional support for ELL students. In addition, the researched based programs such as On Our Way to English and Windows to Literacy, a literacy program in the content areas is used to strengthen content knowledge and meet the needs of ELLs at various proficiency levels. Technology aids such as the Smartboard were added to scaffold content area instruction and provide background knowledge using visual aids. Thematic curriculum units based on content subject matter in Social Studies are a part of the curriculum planning developed during professional development sessions.

4. The dominant languages in our school are Chinese and Spanish. There are various Chinese dialects spoken by ELL students. These include Mandarin, Cantonese, Fukchow, Fujianese and Shao Chiu. We are fortunate to have bilingual staff members in our school building that can communicate with the students in the various Chinese dialects and in Spanish. Staff members are able to interview and assess these students in their native language. For those low incidence languages, parent volunteers or the Translation and Interpretation Unit are used for oral interpretation.

5.

SIFE (Students with Interrupted Formal Education)

Currently, the number of SIFE students is approximately seven students. However as newcomer students enter throughout the school year more ELL students will be identified as SIFE. ELL students identified as SIFE, receive Academic Intervention Instruction (AIS) in addition to their ESL Instruction. Other programs offered are AIS Reading, Math or Speech, Leveled Literacy Intervention (LLI), Reading

## A. Programming and Scheduling Information

Recovery, Early Reading Interventions in Classrooms (ERIC), Wilson Language and At Risk SETSS. These students are assigned to the various programs based on their particular need. Progress for these students is monitored through informal assessments and our Monitoring for Results Program. This program tracks student progress in reading based on their Fountas & Pinnell reading levels to ensure that those students in need of support receive intervention services. Additionally, Orton Gillingham methodology is used in the area of reading. Instruction in these programs is conducted in English native language support is provided through bilingual staff members, language partners and bilingual dictionaries and materials. The students are also invited to participate in enrichment programs as well. Materials such as content area libraries for SIFE students and Rigby Newcomer Kits are some of the materials that are used in programs. The Reading Instruction Goals for Older Readers (RIGOR) will be integrated during small group instruction as well as afterschool programs.

### ELL's with Special Needs

ELL students with special needs continue to receive ESL Instruction. P.S. 160K has implemented a Monitoring for Results Program in which all students' progress is actively monitored and tracked. Students are then referred for participation to one of several safety net programs existing at P.S. 160. These programs include AIS Reading, AIS Math, Reading Recovery, Wilson Language and At Risk Resource Room. Early Reading Intervention in Classrooms (ERIC), a program specially designed for students in Grade 1 who have demonstrated a need in basic reading skills as well as Leveled Literacy Learning (LLI) includes ELL's with Special needs. In addition, Orton Gillingham methodology is used for ELLs with disabilities demonstrating a need in decoding skills. Ongoing professional development using this teaching method is provided for all staff members. This systematic approach using multisensory techniques to teach phonics, reading and spelling skills support students with disabilities. Graphic organizers and story boarding techniques provide these students with the structure necessary to organize and develop their ideas in writing. These students are also availed the opportunity to

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
nurturing environment every attempt is made to place a newcomer in a class with other students who share his/her common language and/or culture to help facilitate the child's assimilation into the new culture. The ESL teachers become the link between newcomers and the classroom teacher providing materials and support. Within the classroom setting, newcomers are given additional instruction as a group. Instruction is provided using ESL methodologies during the guided reading period. Imagine Learning English, a researched based technology program, was implemented in the class			
particularly Newcomer students enjoy using this program and have demonstrated progress in developing the English language. Listening centers and technology programs are set up with language appropriate materials so that students can learn basic English vocabulary in order to immerse the student to the new language. Students can experiment with oral English in a non-threatening environment and implement this methodology used and implement this methodology used and implement this methodology used			
requires New York State English Language Arts test (ELA) be administered to ELLs after one year in an English Language School System, these students are invited to participate in the various Afterschool and Saturday School programs. Many of our newcomer students in kindergarten come from another country speaking many different languages and dialects, one of which includes Mandarin. Many of these newcomer students are born in the United States			
	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

moderate to learn a second language. In an effort to provide the support necessary for these students to acquire the language and demonstrate academic progress, an experienced and licensed bilingual paraprofessional services newcomer ELLs in both bilingual classes. This support lowers the affective filter thereby creating a positive attitude conducive to second language acquisition and learning. The paraprofessional works alongside the classroom teacher and helps address the needs of students at varying language levels both in their

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- Will you be providing any other services for ELLs?

**A Programming and Scheduling Information**

**B. Programming and Scheduling Information--Continued**

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

8-14

NCLB regulations requiring ELL students to take the NYS ELA test after one year in an English Language School System (ELSS) is a challenge due to the continuous growth in our ELL population. The data shown above demonstrates a need for ELLs to increase progress on the NYS ELA. Several support services available. These include AIS Reading in grades 3, 4 and 5. Small group instruction is provided based on the student's needs. Progress Coach a test prep reading program is used in these groups. AIS math is provided to students in grades 4 and 5 to meet the needs of those students who have difficulty in this subject area. Leveled Literacy Intervention (LLI) is provided to students in grade 2 who have been identified at-risk. This reading program uses the four modalities to develop reading skills and comprehension. Reading Recovery services are provided to grade one students who are reading below standards. This program provides one to one instruction on a daily basis for 30 minutes. Students in this program receive 20 weeks of instruction and are administered a post assessment. Progress is monitored throughout the program to address their needs. Early Reading Intervention in the Classroom (ERIC) provides small group instruction to grade one students using various strategies to develop decoding and comprehension skills. AIS is provided to all students including ELLs who scored at a level one or two on the Spring 2011 NYS ELA exam. One to one instruction is provided to students using the Wilson Language Program. This program targets students struggling with decoding skills. These students are also a part of the extended day program. ELLs are afforded equal access to all school programs available afterschool and Saturday. Literacy Plus Program provides additional support in preparation for the NYS ELA exam. A Saturday Book Club Program is offered to students in grades 4 and 5. This program focuses on literature circles in order to increase critical thinking skills and improve comprehension through accountable talk. Due to the high number of ELL students, there is a need to increase oral language skills. Therefore, an Arts Connections program is conducted in kindergarten and first grade. This program develops oral language skills through music. Additionally, there is a Chinese Dance Program for grade two students. Our school diversity is celebrated through various programs in our school. One of these programs is called the Global Partners Junior Program. Students in grade five participate in this program which allows our students to connect to an international community via the internet and develop technology skills. Students communicate and learn via skype with peers and complete projects together. The program includes visits to the United Nations. This program culminates with a project that is shared with other students who have participated in this program throughout New York City.

**Courses Taught in Languages Other than English **

**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)?

P.S. 160 does not have a dual language program at this time.

Math:	0	0	0
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### D. Professional Development and Support for School Staff

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

#### Professional Development Calendar 2011-2012

Approximately 91% of students at P.S. 160K speak a language other than English at home. The push-in model of instruction is intended to support all our ELL students. Common planning time will be afforded to ESL teachers and their collaborative partners. Demographic and enrollment data indicates that our ELL population continues to grow. Therefore, additional professional development is necessary for all staff members as they are all teachers of ELLs. During the previous school year, AUSSIE consultant assisted in aligning the curriculum units to meet the Common Core Learning Standards and Tasks. Development of these units will continue on a monthly basis. These units incorporate content area standards as outlined in the Science and Social Studies Curriculum. ESL teachers and their collaborative partners will meet to plan for instruction and to infuse ESL methodology and strategies into this curriculum. Many of the ELL students struggle in all areas of writing. Analysis of data to drive instruction is conducted during professional development periods and grade conferences. This includes looking at student reading levels and sample student work in writing. Professional Development for classroom teachers on the NYSESLAT will also be conducted by ESL staff members. Professional Development sessions will be provided to teachers using the RIGOR Program. Bilingual Chinese speaking pedagogues are attending the Office of English Language Learners Chinese Language Institute focusing on teaching reading and writing in the native language (Chinese). Some staff members attended the Lily Wong Fillmore professional development during the summer and will continue these sessions throughout the school year. These sessions provide a review of grammar structures and methods of teaching these structures in context. Demonstration lessons and follow up lesson planning activities are part of this professional development. Turnkey training will be provided at the school level by staff members attending these sessions.

At this time there are no particular programs in place to transition grade five students to middle school. However, representatives and guidance counselors from our zoned Junior High School have visited our school to provide question/answer sessions for students. Information on special programs is provided as well. Students and parents also attend open house sessions provided by the potential middle schools within the district so that they can make an informed choice on their middle school application and explore their options.

September 2011      Common Core Learning Standards (CCLS) professional development  
 Collaborative planning time during professional development sessions with ESL and classroom teachers  
 Curriculum Unit Planning  
 Orton Gillingham training sessions - Ann Edwards

October 2011      Collaborative planning time during professional development sessions with ESL and classroom teachers  
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**E. Parental Involvement**

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

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

Parents are also encouraged to participate in the following activities: Computer and ESL Classes, Ballroom Dancing for Parents, Math and Literacy Workshops, Spring Arts Festival, Multicultural Festival, Family Movie Night, Math Family Fun Day and Recognition Breakfasts for Caretakers of our students. Parents are also invited to participate in our weekend program called Parents as Arts Partners where culturally diverse arts workshops are provided. These activities provide our students along with their family members a chance to participate in fun filled activities. Volunteers, Community Leaders and Liaisons as well as school staff provide workshops to parents on various topics. Ongoing Curriculum Workshops in Math and Literacy will be offered to parents throughout the school year so that they may be informed of the various programs and method of instruction. These workshops also provide parents with information regarding city and state assessments. Ongoing ESL Parent Program Orientation Sessions will be offered to inform them of the various English learning programs available citywide. An ESL Curriculum Workshop will be offered to parents of ELL students in order to provide them with strategies that will assist their children in acquiring the language. A Parent Lending Library allows parents to borrow materials appropriate for their children. Materials are available in various languages. The Learning Leaders Programs provides curriculum workshops to parents in all grades. In addition, this program trains parent volunteers so that they turnkey information provided. Parenting workshops are also provided to parents of newly arrived students. These workshops are designed to address social and behavioral issues arising from students raised by other family members in their native country who then meet their parents for the first time after a few years. Opportunities for parents and their children to engage in meaningful activities as a family are provided through family trips. These trips allow all students, particularly ELLs to develop language skills and engage in activities alongside their family. Such events include trips to the Botanical Garden, where students and family members engage in a scavenger hunt as well as the Museum of Natural History. Not only do these provide opportunities for the family to be together, but it also provides opportunities for learning as they involve content area subject matter. In response to the parent survey, more opportunities for parents to become active participants in classroom activities have been provided through monthly classrooms activities for parents across the grades. Various activities according to the grade level are planned. These include parents participating in Family Reading Day, coming in during the writing workshop and creating stories together with their child, publishing parties and participating in Science experiments with the students. Other activities include students completing writing genres such as a Narrative Procedure and then making or doing those procedures they wrote about with their parents (making a gingerbread house, playing a game, following directions to make origami shapes). These experiences create memorable moments in which the students are learning and sharing what they have learned with their parents who very often work long hours. These activities create a sense of pride and motivate students, particularly ELLs.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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**B. Programming and Scheduling Information--Continued**

8. 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.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8-14

NCLB regulations requiring ELL students to take the NYS ELA test after one year in an English Language School System (ELSS) is a challenge due to the continuous growth in our ELL population. The data shown above demonstrates a need for ELLs to increase progress on the NYS ELA. Several support services available. These include AIS Reading in grades 3, 4 and 5. Small group instruction is provided based on the student's needs. Progress Coach a test prep reading program is used in these groups. AIS math is provided to students in grades 4 and 5 to meet the needs of those students who have difficulty in this subject area. Leveled Literacy Intervention (LLI) is provided to students in grade 2 who have been identified at-risk. This reading program uses the four modalities to develop reading skills and comprehension. Reading Recovery services are provided to grade one students who are reading below standards. This program provides

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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## 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)?

P.S. 160 does not have a dual language program at this time.

## D. Professional Development and Support for School Staff

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

### Professional Development Calendar 2011-2012

Approximately 91% of students at P.S. 160K speak a language other than English at home. The push-in model of instruction is intended to support all our ELL students. Common planning time will be afforded to ESL teachers and their collaborative partners. Demographic and enrollment data indicates that our ELL population continues to grow. Therefore, additional professional development is necessary for all staff members as they are all teachers of ELLs. During the previous school year, AUSSIE consultant assisted in aligning the curriculum units to meet the Common Core Learning Standards and Tasks. Development of these units will continue on a monthly basis. These units incorporate content area standards as outlined in the Science and Social Studies Curriculum. ESL teachers and their collaborative partners will meet to plan for instruction and to infuse ESL methodology and strategies into this curriculum. Many of the ELL students struggle in all areas of writing. Analysis of data to drive instruction is conducted during professional development periods and grade conferences. This includes looking at student reading levels and sample student work in writing. Professional Development for classroom teachers on the NYSESLAT will also be conducted by ESL staff members. Professional Development sessions will be provided to teachers using the RIGOR Program. Bilingual Chinese speaking pedagogues are attending the Office of English Language Learners Chinese Language Institute focusing on teaching reading and writing in the native language (Chinese). Some staff members attended the Lily Wong Fillmore professional development during the summer and will continue these sessions throughout the school year. These sessions provide a review of grammar structures and methods of teaching these structures in context. Demonstration lessons and follow up lesson planning activities are part of this professional development. Turnkey training will be provided at the school level by staff members attending these sessions.

At this time there are no particular programs in place to transition grade five students to middle school. However, representatives and guidance counselors from our zoned Junior High School have visited our school to provide question/answer sessions for students. Information on special programs is provided as well. Students and parents also attend open house sessions provided by the potential middle schools within the district so that they can make an informed choice on their middle school application and explore their options.

September 2011	<p>Common Core Learning Standards (CCLS) professional development</p> <p>Collaborative planning time during professional development sessions with ESL and classroom teachers</p> <p>Curriculum Unit Planning</p> <p>Orton Gillingham training sessions - Ann Edwards</p>
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## 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.

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## E. Parental Involvement

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

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

Parents are also encouraged to participate in the following activities: Computer and ESL Classes, Ballroom Dancing for Parents, Math and Literacy Workshops, Spring Arts Festival, Multicultural Festival, Family Movie Night, Math Family Fun Day and Recognition Breakfasts for Caretakers of our students. Parents are also invited to participate in our weekend program called Parents as Arts Partners where culturally diverse arts workshops are provided. These activities provide our students along with their family members a chance to participate in fun filled activities. Volunteers, Community Leaders and Liaisons as well as school staff provide workshops to parents on various topics. Ongoing Curriculum Workshops in Math and Literacy will be offered to parents throughout the school year so that they may be informed of the various programs and method of instruction. These workshops also provide parents with information regarding city and state assessments. Ongoing ESL Parent Program Orientation Sessions will be offered to inform them of the various English learning programs available citywide. An ESL Curriculum Workshop will be offered to parents of ELL students in order to provide them with strategies that will assist their children in acquiring the language. A Parent Lending Library allows parents to borrow materials appropriate for their children. Materials are available in various languages. The Learning Leaders Programs provides curriculum workshops to parents in all grades. In addition, this program trains parent volunteers so that they turnkey information provided. Parenting workshops are also provided to parents of newly arrived students. These workshops are designed to address social and behavioral issues arising from students raised by other family members in their native country who then meet their parents for the first time after a few years. Opportunities for parents and their children to engage in meaningful activities as a family are provided through family trips. These trips allow all students, particularly ELLs to develop language skills and engage in activities alongside their family. Such events include trips to the Botanical Garden, where students and family members engage in a scavenger hunt as well as the Museum of Natural History. Not only do these provide opportunities for the family to be together, but it also provides opportunities for learning as they involve content area subject matter. In response to the parent survey, more opportunities for parents to become active participants in classroom activities have been provided through monthly classrooms activities for parents across the grades. Various activities according to the grade level are planned. These include parents participating in Family Reading Day, coming in during the writing workshop and creating stories together with their child, publishing parties and participating in Science experiments with the students. Other activities include students completing writing genres such as a Narrative Procedure and then making or doing those procedures they wrote about with their parents (making a gingerbread house, playing a game, following directions to make origami shapes). These experiences create memorable moments in which the students are learning and sharing what they have learned with their parents who very often work long hours. These activities create a sense of pride and motivate students, particularly ELLs.

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# 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)	50	52	27	26	25	11	0	0	0	0	0	0	0	191
Intermediate(I)	24	38	25	30	13	13	0	0	0	0	0	0	0	143
Advanced (A)	38	15	46	43	47	30	0	0	0	0	0	0	0	219
Total	112	105	98	99	85	54	0	0	0	0	0	0	0	553

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	15	12	6	6	4	0	0	0	0	0	0	0
	I	0	44	15	12	15	7	0	0	0	0	0	0	0
	A	0	26	55	48	43	25	0	0	0	0	0	0	0
	P	0	8	2	23	12	8	0	0	0	0	0	0	0
READING/ WRITING	B	0	34	16	16	20	8	0	0	0	0	0	0	0
	I	0	30	21	30	9	11	0	0	0	0	0	0	0
	A	0	13	26	39	39	20	0	0	0	0	0	0	0
	P	0	15	22	4	5	6	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	0	0	0	2
4	20	39	6	0	65
5	16	21	7	0	44
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	1	0	0	0	0	0	2
4	6	1	19	11	27	8	2	0	74

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	9	6	16	9	5	2	47
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

**Native Language Tests**

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

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

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

1. At P.S 160 several informal assessments are used throughout the grades. Reading levels of all students including ELLs and FELLs are tracked via our Monitoring for Results program. All reading levels are monitored minimum of three times a year to track student progress using the Fountas & Pinnell assessment (F&P). Students' reading levels are then placed on a class list each time assessed based on their level. Level one and level two students are those reading below level standards and identified at risk. Level three students are those reading at grade level at the time assessed. Level four students are those reading above standards at the time assessed. However, running records are conducted by classroom teachers periodically. These running records are also monitored to see if students are demonstrating progress. Due to the demands of the Common Core Learning Standards, ELL students are struggling to perform on standard, in particular those who are here less than three years. An analysis of the F&P levels shows that those ELL students reading below grade level are newcomers and most have been in an ELSS less than 2-3 years. These students tend to struggle with decoding skills and vocabulary comprehension. An analysis of ELL reading levels based on Fountas & Pinnell shows that ELLs in grades 1-5 across various language proficiency levels are reading below their grade level in comparison to English Proficient students. Additionally, those ELLs who are reading on standard for their grade, scored at a level two on the NYS ELA exam. However, some of these students did not perform well on the writing section of the ELA. This information is in accordance with other formal state assessments that show ELLs deficient in critical thinking skills. For this reason, a more systematic approach, such as Orton Gillingham has been adopted as our word study program to address the needs of those low leveled readers. Testing Fundamentals is used in grades 2-5. This program assesses the student's level of comprehension in order to plan lessons based on the results. This includes literal and critical thinking comprehension. Comprehension is taught in context with this program using fiction and non fiction text. All assessments show similar results. ELL students in all grades struggle with vocabulary and comprehension and this affects their progress. The varying language levels and an increase in the number of new immigrant students throughout the school year also have an impact on overall student progress. Student writing is assessed using rubrics for each genre. These rubrics are aligned with the new CCLS. An analysis of student writing shows that while ELL students show progress in communicating at a more basic level, they struggle expressing themselves both orally and in writing using more complex sentence structures and vocabulary. Following organizational structures and developing meaning are difficult for ELL students across the genres.

### PATTERNS ACROSS NYSESLAT/LABR MODALITIES

After reviewing the RLAT and RNMR reports from ATS, the data shows a continuous increase in the number of students identified as ELLs.

Data from the RLAT reveals that there are more ELL students scoring at the beginner and advanced level than on the intermediate level. In grades K-3, more students scored at the beginner and intermediate level than advanced. However, as the students progress to grades 4 and 5, more ELL students score at the advanced level or reach proficiency on the NYSESLAT.

An analysis of the RNMR shows that more ELL students in grades 2-5 scored at the advanced level in the listening and speaking modality of the NYSESLAT in comparison to the reading and writing section of the NYSESLAT. An analysis of the reading and writing modalities

## 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.

## Part VI: LAP Assurances

**School Name:** Public School 160

**School DBN:** 20K160

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** 4      **Network:** CFN 410 Altagracia Santana

**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**

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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.

During Parent Meetings such as Parent Teacher Association Meetings (PTA) and curriculum meetings a survey of the language preferred by the parent is determined. During registration, a parent interview is conducted while completing the Home Language Survey Form (HLIS). Information regarding parent preferred language for written and oral communication is indicated on the back of the form. Information regarding language preference is also gathered from the emergency contact card. Written communication containing information for parents in the dominant language is translated at the school level by our bilingual staff members. A system is in place for ensuring translations are completed in a timely manner. The need for a translation is tracked by keeping translation notebooks and folders in the dominant languages (Spanish/Chinese) where the person in need of translation indicates the date they requested the translation and the date due back. The staff member completing the translation will either email or provide a hard copy of the translation. For lower incident languages, letters are sent to the New York City Department of Education Translation Unit two weeks prior to due date to ensure the translation is completed in a timely manner.

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.

Information gathered at parent meetings and forms indicate that the dominant languages are Spanish and various Chinese dialects. These dialects include, but are not limited to Mandarin, Cantonese, Fujianese and Fukinese. Other languages spoken are Russian, Polish, Urdu, Bengali, Arabic, Hindi, Farsi, Uzbek, Gujarati, and Hungarian. Information regarding oral and written communication preferred by the parents is given to all staff members including the School Assessment Team (SAT), support staff, secretaries, PTA Board members and the school nurse so that they are aware of those parents who are in need of translation.

## Part B: Strategies and Activities

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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.

Written translation services will be provided for invitation letters to school meetings, workshops and activities for parents and students. These services will also be used to communicate important events or information. A home school folder is translated into various languages providing parents with information such as school routines, schedules, and uniform policies. The school discipline code is disseminated in various languages. Notes from parents to teachers regarding student progress and behavior are also translated by bilingual staff members or the NYCDOE Translation and Interpretation Unit. Invitations to all afterschool and Saturday programs are sent home in the native language. Report cards are distributed in the languages available and comments are translated in the native language by bilingual staff members. Parent Teacher Association (PTA) invitations and agendas are translated as well. Bilingual dictionaries are given to all new immigrants that speak another language during registration along with a newcomer packet of materials. Translated educational materials such as vocabulary lists are provided to students and parents. Translated letters are provided to parents regarding placement in any Special Education program or English Language Learner academic program. Written communication in the dominant languages are completed by bilingual school staff members.

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.

Timely provision of oral interpretation services at group and one-on-one sessions upon request when such services are necessary for parents to communicate with school staff regarding important information during parent teacher conferences, parent curriculum meetings, Translation units and headphones are used during PTA meetings, parent curriculum meetings, parent orientation sessions, IEP/EPC conferences for students with special needs. Translators are also available during registration, parent orientation meetings for program choices, or conduct, health and safety issues. Middle School information sessions and parent workshops are also translated. Translators are available in various languages during these sessions to answer questions and assist in the application process. Oral translators are also provided during testing for those English Language Learners who have newly arrived to the country and are entitled to translators during New York State content area exams. Oral translations during these tests are contracted through an outside agency. Arrangements are made in a timely manner to ensure availability. Parent volunteers provide translations for incidental languages when needed. Oral translations in the dominant language are conducted by bilingual school staff members.

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>.

All of the above is in accordance with Chancellor's Regulations A-663.

Written translation services will be provided for invitation letters to school meetings, workshops and activities for parents and students. These services will also be used to communicate important events or information. A home school folder is translated into various languages providing parents with information such as school routines, schedules, and uniform policies. The school discipline code is disseminated in various languages. Notes from parents to teachers regarding student progress and behavior are also translated by bilingual staff members or the NYCDOE Translation and Interpretation Unit. Invitations to all afterschool and Saturday programs are sent home in the native language. Report cards are distributed in the languages available and comments are translated in the native language by bilingual staff members. Parent Teacher Association (PTA) invitations and agendas are translated as well. Bilingual dictionaries are given to all new immigrants that speak another language during registration along with a newcomer packet of materials. Translated educational materials such as vocabulary lists are provided to students and parents. Translated letters are provided to parents regarding placement in any Special Education program or English Language Learner academic program. Timely provision of oral interpretation services at group and one-on-one sessions upon request when such services are necessary for parents to communicate with school staff regarding important information during parent teacher conferences, parent curriculum meetings, Translation units and headphones are used during PTA meetings, parent curriculum meetings, parent orientation sessions, IEP/EPC conferences for students with special needs. Translators are also available during registration, parent orientation meetings for program choices, or conduct, health and safety issues. Middle School information sessions and parent workshops are also translated. Translators are available in various languages during these sessions to answer questions and assist in the application process. Oral translators are also provided during testing for those English Language Learners who have newly arrived to the country and are entitled to translators during New York State content area exams. Oral translations during these tests are contracted through an outside agency. Arrangements are made in a timely manner to ensure availability. Parent volunteers provide translations for incidental languages when needed.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 160	DBN: 20K160
Cluster Leader: Chris Groll	Network Leader: Altagracia Santana
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7
# of certified ESL/Bilingual teachers: 7
# of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The total student enrollment at P.S. 160K is currently 889 students encompassing grades kindergarten through five. Of those students, 551 have been identified as English Language Learners (ELL). As a result of a continuous increase in our ELL population, there is a need for intensive instruction in reading and writing as well as in the content areas using ESL methodologies. Instruction in all Title III programs will be provided in English with native language support.

Supplemental instruction for ELLs is needed in order to improve student achievement on the New York State English Language Arts (NYS ELA) exam. An analysis of the Spring 2011 NYS ELA exam demonstrates a need for additional support for ELLs on the NYS ELA. Of the 111 current ELLs in grades 3-5 who took the Spring 2011 NYS ELA exam, 35 students scored at a level one, 63 students scored at a level two and 13 students scored at a level 3. Current ELLs do not include those students identified as ELLs last year and who took the NYS ELA or those who were discharged.

The school plan will include an English Second Language (ESL) after school program in grades 3-5. This after school program will meet two days per week with a duration of one hour and twenty minutes. This program will run from October through May for a total of 60 sessions. Two certified ESL teachers will provide instruction to approximately 25 students. Students in this program are grouped by language proficiency and independent reading levels. Small group size will allow teachers to better serve the needs of these students. This program will employ research based programs such as the Targeted Reading Intervention Program. This program targets various reading areas such as vocabulary, fluency and comprehension at different levels. Pre and post assessment are administered and results are used to differentiate instruction. This program also provides suggestions for scaffolding instruction for ELLs. Additionally, the Windows to Literacy by National Geographic, content based program will be used to support ELLs in the content area. Bilingual materials including bilingual dictionaries, picture dictionaries and literature will be used to provide native language support for ELLs. For those ELL students who are newcomers in grades 3-5 and are low level readers, the researched based program Reading Instructional Goals for Older Readers (RIGOR) will be used to support reading instruction. Basic teacher resources and supplies will be utilized in these programs.

Additionally, there are ELL students in need of assistance with homework assignments and projects. For this reason we are conducting a Homework Assistance Program targeting grade two students whose parents are working long hours and do not speak English, therefore making it difficult to support their child in completing their homework assignments. This program will run from October through May for 30 sessions for a total of 45 hours. Each session will be held once per week for one hour and twenty minutes. This support will be provided in a group environment. Three certified ESL teachers will provide

## Part B: Direct Instruction Supplemental Program Information

instruction to approximately 35 students in this program.

An analysis of the New York State English Second Language Achievement Test (NYSESLAT) results demonstrates a need for improvement in the areas of reading and writing on the NYSESLAT. In an effort to increase the number of students reaching proficiency on the NYSESLAT, additional preparation for the NYSESLAT is provided. The Spring break NYSESLAT Test Prep program is conducted in April across three days. Each session is three and half hours long for a total of ten and a half hours. A supervisor will be available to coordinate the program and provide support to the staff. This program will target approximately 60 advanced level ELL students in grades 3-5. Two certified ESL teachers will provide small group instruction focusing on reading and writing using NYSESLAT test preparation materials and ESL methodologies.

At P.S. 160 we are fortunate to have a diverse population. Many of our newcomer students in kindergarten come from another country speaking many different languages and dialects, one of which includes Mandarin. Many of these newcomer students are born in the United States and are sent back to their native country until they are of school age. When they arrive, often they are meeting their parents for the first time since they left the United States. This creates additional social adjustment and behavior issues. In addition, many of these students enter kindergarten with low literacy skills in their native language. Both factors contribute to the challenges faced by these students in acquiring the language and developing literacy skills. These factors also affect their motivation to learn a second language. Due to an increase in the number of parents requesting a bilingual class, an additional transitional bilingual Mandarin class was formed this school year. We now have two transitional bilingual Chinese classes. In an effort to provide the support necessary for these students to acquire the language and demonstrate academic progress, an experienced and licensed bilingual para services newcomer ELLs in both bilingual classes. This support lowers the affective filter thereby creating a positive attitude conducive to second language acquisition and learning. The para works alongside the classroom teacher and helps address the needs of students at varying language levels both in their native language and English. This para services over 45 newcomer ELLs for three periods at a time in each transitional bilingual class five days per week.

The following programs are offered to all our students and/or parents, but do not utilize Title III funds: Literacy Plus Programs are offered to all students including ELLs and former ELLs (FELLs) in grades 3, 4 and 5. This program provides additional support in preparation for the NYS ELA exam. A Saturday Book Club Program is offered to students in grades 4 and 5. This program focuses on literature circles in order to increase comprehension through accountable talk. Due to the high number of ELL students, there is a need to increase oral language skills. Therefore, an Arts Connections program is conducted in kindergarten and first grade. This program develops oral language skills through music. Additionally, there is a Chinese Dance Program for grade two students. Our school diversity is celebrated through various programs in our school. One of these is the Global Partners Junior Program. Students in grade five participate in this program which allows our students to connect to international peers via the internet and to further develop technology skills. Students communicate and learn via skype with an international community and complete projects together. The program includes visits to the United Nations. The program culminates with a project that is shared with other students who have participated in this program throughout New York City. At P.S. 160 we believe in developing the child as

### Part B: Direct Instruction Supplemental Program Information

a whole. For this reason, we offer all students including ELLs and FELLs opportunities to participate in enrichment programs. These programs are connected to content area curriculum. They include Debate Club, Mythology Club, Computer Club, Environmental Club and Math Club. The arts are also a part of our school curriculum. Arts enrichment programs include Martial Arts, Dance Club, Art Club and Glee Club. This year we are proud to be participating in the Chess in the Schools program. Our Chess Club participates in competitions throughout the city and has won several trophies. Our grade three students are involved in a Chess program during the school day to promote critical thinking and problem solving strategies as well as improve social skills.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: RIGOR program will be purchased from Benchmark Education. This program will support ELLs at low literacy levels. Professional Development will be provided by Benchmark Education to ESL teachers and those teachers of ELL students. Two professional development training days will be conducted throughout the school year. Topics included will be related to the program components and demonstration lessons using the program.

### Part D: Parental Engagement Activities

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

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

Begin description here: In addition to mandated activities, parent engagement activities are offered on a monthly basis. As mentioned previously, many of our new students are meeting their parents for the first time in four or five years. We strive to create a risk free environment for them to get to know each other. Teachers invite families into their classrooms on a monthly basis to have authentic participation in their child's educational experience. Our Parent Coordinator and School Psychologist provide monthly workshops on parenting skills and literacy development. Additionally, school families are invited to Title I Math Game Night (Fall and Spring), Title III Multicultural Night (Fall and Spring), Movie Night (Bi-

**Part D: Parental Engagement Activities**

monthly), Title I Family Computer Classes (five week sessions in Fall and Spring), Title III Immigrant Parent ESL (Six week session in Winter) Title I Arts Night and family Saturday trips. At the Multicultural Night, arts and crafts are created as a family. Multicultural games and activities are part of this event. Each family receives a prize at the end of the evening. The school provides paper goods, serving utensils, decorations, food and prizes for participating families. Approximately 150-200 family members of students, including ELLs and FELLs, participate. Twenty-five staff members organize and conduct this event. There is a minimum of one family night activity per month. Invitational letters are translated into dominant languages and backpacked home with our students.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

