



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THE WALT DISNEY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 11X160

**PRINCIPAL:** LORI BAKER      **EMAIL:** LBAKER3@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELIZABETH WHITE

**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
Lori Baker	*Principal or Designee	
Jodi Stern	*UFT Chapter Leader or Designee	
Elizabeth Penn	*PA/PTA President or Designated Co-President	
Nanci Salese	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Sally Chase	Member/UFT	
Tiffany Walker	Member/UFT	
Emma Diaz	Member/UFT	
Patricia Currier	Member/UFT	
Lynda Nelson	Member/Parent	
Ana Diaz	Member/Parent	
Morning DeBruin	Member/Parent	
Lineze Martin	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**

- Students will show progress in Literacy and Mathematics by moving up at least one level in using evidence to support arguments within a common core aligned rubric developed by teachers.

### **Comprehensive needs assessment**

- We conducted a comprehensive review of data from the School Progress Report, the Item Analysis from the 2010-2011 NYS ELA and Math Assessments, and the 2010-2011 Quality Review. Additionally, we reviewed the expectations of the common core standards on text complexity in informational text, and in making and supporting an argument based on those texts. The goal to show progress by moving up at least one level in using evidence to support arguments within a common core aligned rubric developed by teachers was identified upon review of the data as an area in need of further development.

### **Instructional strategies/activities**

- Given the findings of all the data analyzed, the following instructional strategies will be utilized in order to impact student achievement.
  - a) For the 2011-2012 school year, students in grades K through 5 will enhance their performance by participating in the Reading and Writing Workshop (daily), flexible grouping, leveled libraries to support Independent and Guided Reading, Book of the Month activities, literacy block with common core standards aligned materials across content areas, TC Writing, Wilson Reading, Word Study and Vocabulary development.
  - b) Students at performance level 1 & 2 will be provided with academic intervention services during 37 ½ minutes tutoring program that will develop their math skills.
  - c) Math Connects will be taught in grades K-5 daily during the mathematics block of instruction. Rally Strand by Strand will be utilized to target student areas of deficiency. In grades K-2 the Math Connects program will be supplemented by the use of Math Steps.
  - d) Students will participate in an afterschool program focusing on literacy and mathematics.
  - e) Tutoring will also take place for students during the teacher preparation periods based on teacher availability.
  - f) A SETSS teacher and an ESL teacher will provide additional support to students.
  - g) The grade level Teacher Teams, Special Education Inquiry Team and the Grade Leader Teacher Team will work to analyze student work, review student data, establish benchmarks and create lesson plans for students in grades K through 5. Instructional support will also be provided to students in grades 3 – 5 through the use of on-line technology based programs.
  - h) Academic Intervention Services and at-risk SETSS are provided to those students that have difficulty mastering proficient or advanced levels. Students in grades four and five have been identified by scoring below level 3 on any of the New York State Tests and teacher assessments (Teacher College Assessments, Math Connects and Triumphs monthly tests and teacher observation). Students in grades K through three are identified by teacher assessments (Teacher's College Assessments, Math Connects and Triumphs monthly unit tests, and teacher observation). The Engrade data is analyzed at Teacher Team meetings to more clearly understand the student's needs. Small group instruction, Extended Day programs, and ESL Extended Day programs are offered to these students.
  - i) The Intervention programs that are being used are: Wilson, Foundations, SETSS, and at-risk guidance. Scheduled assessments provide data to drive instruction and allow the opportunity to see whether the child is making progress. If satisfactory progress is not made, another program will be implemented and the student may be referred to the RTI for further interventions.
  - j) Engrade reports are updated and the Curriculum Maps and Essential Questions reviewed and adapted on a regular basis. Principal and administrators meet with staff at monthly faculty conferences to discuss student needs and educational initiatives. Data is disaggregated and plans are designed to differentiate instruction to meet the needs of individual abilities and learning styles.

**Activity #1**

- Professional Development: The Literacy Coach will contribute to implementing the action plan by providing professional development and materials support. Intervisitations and professional development will be conducted to support classroom instruction.
- Target Population: Teachers serving students in grades K – 5.
- Responsible Staff Members: Literacy Coach, ESL Teacher, SETSS Teacher and Data Specialist
- Implementation Timeline: October 2011 through June 2012

**Activity #2**

- Professional Development: Professional development, based on Teacher Needs Assessment Survey is provided in all academic areas. The Data Specialist will provide the teachers with information on the available data sources to assist them in differentiating their instruction.
- Target Population: Classroom teachers servicing students in grades K – 5
- Responsible Staff Members: Data Specialist, Literacy Coach
- Implementation Timeline: October 2011 – June 2012

**Steps for including teachers in the decision-making process**

- Teachers meet at weekly Team Teacher Meetings with the Literacy Coach, and Data Specialist to discuss curriculum, data and to plan for the months ahead. They review student assessments and data to identify trends and areas of concern for the grade and individual classes.
- In the 2011-2012 school year in order to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies, the plan is to one curriculum team and one curriculum mapping team, which will serve as an opportunity for teachers to meet and collaborate on all content areas.

**Strategies to increase parental involvement**

- Increase parent/teacher interaction (Learning Walks, Curriculum Week, Parent/Teacher Connection questionnaire, bi- weekly progress reports, opportunities for parents to volunteer, etc.),
- Increase parent outreach to non-English speaking parents.
- Highlight certain student achievements such as celebrating our Honor Roll recipients and our PBIS Top Bee Buck Earners.
- Convening regular meetings, at times facilitating greatest parental participation (PTA, SLT, workshops and Parent Roundtable).
- Open door policy to the Parent Coordinator, Principal and Asst. Principals.
- Providing all parents with a copy of the Parental Involvement policy, in English and other appropriate languages, and its inherent School Compact component.

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

- We will actively recruit certified teachers at job fairs and local colleges for all areas of education.
- We will post our school on the UFT Open Market Transfer Plan. Our Human Resources Committee interview parameters will include licensed, certified and experienced teachers. The school based Curriculum Team/P.D. Team will support them in their induction process.
- We will pair new teachers with experienced teachers as mentors.
- Our school provides additional support for new teachers by the support of the coach and Teacher Team Leaders.

**Service and program coordination**

- In 2011/2012 our school will continue the PBIS School Wide Behavioral Support Program. We will explore our values and beliefs concerning the purpose of schooling, the purpose of discipline, teacher responsibility and various procedures that support or discourage particular behaviors. Creating a culture of strong, healthy, and positive relationships between staff and student invites student participation and interest.
- We have a full time Health Intern and school nurse who address the health issues of our students. They provide on site first aid as well as conduct nutrition and asthma management classes. They are authorized to oversee the children's drug regimen, use of asthma medications and equipment. Our students receive a balanced breakfast and lunch. The staff encourages a balanced diet. Data is collected yearly and is analyzed to monitor healthy growth and weight.

The Health curriculum is taught in each grade.

**Budget and resources alignment**

- With the aim of upgrading the educational programs and helping all students move up levels of achievement, funds and resources have been allocated to create and coordinate strategies and personnel as follows:
  - a) A Literacy Coach (Tax Levy Fair Student Funding)
  - b) Data Specialists (Tax Levy Fair Student Funding)
  - c) Parent Coordinator (Tax Levy Parent Coordinator)
  - d) Special Education Inquiry Team (ARRA RTTT City-wide Instruction)
  - e) Tutorial preparation periods and common core standards curriculum mapping team (ARRA-RTTT)

## 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**

- To establish a transparent system for measuring student progress towards meeting interim and long term goals in literacy and math.

### **Comprehensive needs assessment**

- Collection of student data consisted of teachers recording students' formal and informal assessment results on a Student Assessment Management Sheet (SAMS), then emailing results to the school's Data Specialist. The Data Specialist would house and provide the data to the administrative staff and school community, as needed. The goal for a transparent system is based on the need to have access and monitor student progress systemically school wide in order to effectively see the big picture.

### **Instructional strategies/activities**

An online grading system entitled Engrade was purchased this school year for teacher utilization to collect and maintain student assessment data. Implementation of this system provides:

- teachers with a comprehensive view of student performance and progress
- administrative staff with access to effectively monitor student progress and performance.
- teachers with the opportunity to access and monitor student data to effectively make decisions on interim and long term goals for individual and/or groups of students

### **Activity #1**

- Professional Development: An Engrade consultant provides 2 on site professional development sessions for teachers.
- Target Population: Classroom and Cluster Teachers
- Responsible Staff Members: Assistant Principals
- Implementation Timeline: November-December 2011

### **Steps for including teachers in the decision-making process**

- Teachers meet at weekly Team Teacher Meetings with the Data Specialist to discuss effective ways to collect and analyze data.

**Strategies to increase parental involvement**

- Increase parent/teacher interaction (Learning Walks, Curriculum Week, Parent/Teacher Connection questionnaire, bi-weekly progress reports, opportunities for parents to volunteer, etc.),
- Increase parent outreach to non-English speaking parents.
- Highlight certain student achievements such as celebrating our Honor Roll recipients and our PBIS Top Bee Buck Earners.
- Convening regular meetings, at times facilitating greatest parental participation (PTA, SLT, workshops and Parent Roundtable).
- Open door policy to the Parent Coordinator, Principal and Asst. Principals.
- Providing all parents with a copy of the Parental Involvement policy, in English and other appropriate languages, and its inherent School Compact component.

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

- We will actively recruit certified teachers at job fairs and local colleges for all areas of education.
- We will post our school on the UFT Open Market Transfer Plan. Our Human Resources Committee interview parameters will include licensed, certified and experienced teachers. The school based Curriculum Team/P.D. Team will support them in their induction process.
- We will pair new teachers with experienced teachers as mentors.
- Our school provides additional support for new teachers by the support of the coach and Teacher Team Leaders.

**Service and program coordination**

- In 2011/2012 our school will continue the PBIS School Wide Behavioral Support Program. We will explore our values and beliefs concerning the purpose of schooling, the purpose of discipline, teacher responsibility and various procedures that support or discourage particular behaviors. Creating a culture of strong, healthy, and positive relationships between staff and student invites student participation and interest.
- We have a full time Health Intern and school nurse who address the health issues of our students. They provide on site first aid as well as conduct nutrition and asthma management classes. They are authorized to oversee the children's drug regimen, use of asthma medications and equipment. Our students receive a balanced breakfast and lunch. The staff encourages a balanced diet. Data is collected yearly and is analyzed to monitor healthy growth and weight.
- The Health curriculum is taught in each grade.

**Budget and resources alignment**

- Resources to support the schools goal to systemically access and monitor student performance and progress:
  - a) Engrade (Tax Levy Funds Over Formula)

### 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**

- To improve parent engagement by bridging the gap between school, home and the community, empowering parents to become more proactive in their child's education and developing a shared belief of the importance of their role in the school community.

#### **Comprehensive needs assessment**

- Analysis of data provided by the Learning Environment Surveys, Attendance Sheets from parent workshops, Parent Roundtable meetings and other school events revealed the need to increase parent participation in school activities and ongoing discussions by at least 5%.

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

- The instructional strategies/activities utilized to facilitate and increase active parental involvement consist of parents participating in the following:
  - a) Parent Professional Development (parent Leader Training facilitated by the CEC), Curriculum Week, Family Welcome Night, Kindergarten Open House, Learning Walks, PTA Meetings, Parent Teacher Conferences, Parent Workshops, Family Game Night, SLT meetings, Parent Conferences sponsored by the UFT, Volunteer training, and our monthly Parent Roundtables.
  - b) We will strengthen the home/school connection through bi-weekly progress reports, parent newsletters, report cards, monthly Parent/Teacher Connection questionnaire, ARIS, Parent Involvement Policy and School Compact, and the P.S. 160 E-chalk website, as well as utilizing the DOE Translation unit to supply translated documents for non-English speaking parents.
  - c) Staff and resources used to facilitate the activities would include but are not limited to the following: Parent Coordinator, Principal, Asst. Principals, Representatives from our Network provider, Staff Developer, Teachers as well as outside organizations such as Learning Leaders, RCSN (Resources for Children with Special Needs), Westchester Medical Square, U.S. Reading Solutions and Bronx Lebanon Hospital.

#### **Activity #1**

- Professional Development: Professional Development will be provided as curriculum based workshops, forums and leadership training to support and equip parents to foster their children's academic development.
- Target Population: Parents of 3<sup>rd</sup> – 5<sup>th</sup> grade students (testing grades) i.e. grade specific workshops for ELA/Math test prep and strategies; Parents of K – 5<sup>th</sup> grade general education and special education including our ELL parents i.e. Learning Walks, Parent Roundtable Meetings, SLT, PTA and Curriculum Week.
- Responsible Staff Members: Parent Coordinator, Principal, Assistant Principals, Literacy Coach, Data Specialist, and Teachers
- Implementation Timeline: September 2011 through May 2012

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

- Increase parent/teacher interaction (Learning Walks, Curriculum Week, Parent/Teacher Connection questionnaire, bi-weekly progress reports, opportunities for parents to volunteer, etc.),
- Increase parent outreach to non-English speaking parents.
- Highlight certain student achievements such as celebrating our Honor Roll recipients and our PBIS Top Bee Buck Earners.
- Convening regular meetings, at times facilitating greatest parental participation (PTA, SLT, workshops and Parent Roundtable).
- Open door policy to the Parent Coordinator, Principal and Asst. Principals.

- Providing all parents with a copy of the Parental Involvement policy, in English and other appropriate languages, and its inherent School Compact component.

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

- We will actively recruit certified teachers at job fairs and local colleges for all areas of education.
- We will post our school on the UFT Open Market Transfer Plan. Our Human Resources Committee interview parameters will include licensed, certified and experienced teachers. The school based Curriculum Team/P.D. Team will support them in their induction process.
- We will pair new teachers with experienced teachers as mentors.
- Our school provides additional support for new teachers by the support of the coach and Teacher Team Leaders.

#### **Service and program coordination**

- In 2011/2012 our school will continue the PBIS School Wide Behavioral Support Program. We will explore our values and beliefs concerning the purpose of schooling, the purpose of discipline, teacher responsibility and various procedures that support or discourage particular behaviors. Creating a culture of strong, healthy, and positive relationships between staff and student invites student participation and interest.
- We have a full time Health Intern and school nurse who address the health issues of our students. They provide on site first aid as well as conduct nutrition and asthma management classes. They are authorized to oversee the children's drug regimen, use of asthma medications and equipment. Our students receive a balanced breakfast and lunch. The staff encourages a balanced diet. Data is collected yearly and is analyzed to monitor healthy growth and weight.
- The Health curriculum is taught in each grade.

#### **Budget and resources alignment**

- Human resources and funds to support parent involvement are:
  - a) Parent Coordinator (Tax Levy Parent Coordinator)
  - b) Parent Involvement Funds (Tax Levy Fair Student Funding)
  - c) Principal, Assistant Principals, and Teachers (Tax Levy Fair Student Funding)

**ANNUAL GOAL #4 AND ACTION PLAN**  
**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>	4	4	N/A	N/A	1	0	0	
<b>1</b>	12	12	N/A	N/A	3	0	0	1
<b>2</b>	33	33	N/A	N/A	1	0	0	
<b>3</b>	27	27	N/A	N/A	0	0	0	
<b>4</b>	19	18	4	0	0	0	0	
<b>5</b>	23	22	N/A	0	1	0	0	
<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
<b>ELA</b>	School year 2011-2012 after-school programs will be offered to students in order to provide remediation and enrichment through small group instruction in grades 3- 5. Identified students performing at levels 1 and 2 will be mandated for the 37 ½ minute extended time session (small group instruction.) School day AIS will be provided through small group differentiated instruction. For all of the above programs various remedial and enriching materials, such as Rally, NY State Coach, Kaplan, etc. will be utilized.
<b>Mathematics</b>	School year 2011-2012 after -school programs will be offered to students in order to provide remediation and enrichment through small group instruction in grades 3- 5. Identified students performing at levels 1 and 2 will be mandated for the 37 ½ minute extended time session (small group instruction.) School day AIS will be provided through small group differentiated instruction. For all of the above programs various remedial and enriching materials, such as Rally, NY State Coach, Kaplan, etc. will be utilized
<b>Science</b>	We will offer ETS and Extended Day for 4 <sup>th</sup> grade students using materials that will support the Blended Science curriculum (Harcourt, DSM), Kaplan Advantage, hands on experiences, and sample tests to expose students to test format.
<b>Social Studies</b>	N/A
<b>At-risk Services provided by the Guidance Counselor</b>	Assistance will be given to students whose behavior is interfering with his or her achievement (for example, by developing self-management and self-monitoring skills.) Additionally, personal and social issues are addressed, such as conflict, death, divorce, anger management problem solving skills, self esteem and self discipline.
<b>At-risk Services provided by the School Psychologist</b>	N/A
<b>At-risk Services provided by the Social Worker</b>	N/A

**At-risk Health-related Services**

At risk speech services provided 1 – 2 X per week during school in a group of 3. Some strategies used are tactile prompts such as finger tapping for syllable segmentation, the use of visuals prompts such as bingo chips for each sound heard and replacing that chip with another to manipulate sounds; use of a dry eraser board to create a word family list when provided with a rhyme. These strategies are developing student phonemic awareness.

**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.

---

**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.

**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>Anita Batisti/Joy Elaine Daley</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>160</b>
School Name <b>THE Walt Disney School</b>			

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

Principal <b>Lori Baker</b>	Assistant Principal <b>Rraine Semaj</b>
Coach <b>Daniela Rocco</b>	Coach <b>type here</b>
ESL Teacher <b>Charito Horschig</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Katherine Atiles (Data Sp.)</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Kwafi Gray</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</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>1</b>	Number of certified bilingual teachers	<b>2</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>1</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>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>399</b>	Total Number of ELLs	<b>30</b>	ELLs as share of total student population (%)	<b>7.52%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Paste response 1-6 here.

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

A. Screening - Home Language Identification Survey (HLIS) is administered at enrollment. The NYS certified ESL teacher at P.S. 160, Charito Horschig who is on a .5 position and comes to the school on Tuesdays, Thursdays and afternoons of Friday, does the interview and conducts the initial screening and administering the HLIS. If unavailable, the Pupil Secretary, Carol Pennacchia, or the School Data Specialist, Katherine Atilio who is Spanish-speaking, does it. Both have been trained to properly assist parents in the completion of HLIS. If necessary a designated Spanish-speaking school aide, Helen Concepcion, is called upon for translation, or an arrangement for an outside translator in another language is made. Over-the-phone interpretation services are also available to the personnel that came into contact with limited-English-proficient parents. This service offers the ability to communicate with a parent with the assistance of an interpreter on the phone. This service is useful for overcoming language barriers with parents who cannot communicate proficiently in English. Over-the-phone interpretation services are available through the Translation and Interpretation unit between the hours of 8 a.m. and 5 p.m., Monday through Friday, except on select holidays. To access these services, schools may call (718) 752-7373.

If during the initial interview the interviewer at registration notices that there is a conflict between what the parent indicated as the student's spoken language is and the actual language of the student, then a note is attached to the HLS explaining the findings of the interview and the ESL teacher takes action by conducting an informal interview with the child and determines if he/she is to be administered LAB-R or not. The appropriate home language is recorded on the HLIS and the Pupil Secretary is notified to rectify on ATS, if there's any correction to be made.

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

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

D. Annual Assessment - On an annual basis, the New York State as a Second Language Achievement Test (NYSESLAT) is administered in the spring to all ELLs in Grades K-5 by the certified ESL teacher to determine progress and English proficiency. ELLs continue to receive ESL services until their scores on the NYSESLAT indicate that. ELLs exit the program when they obtain the PROFICIENT score.

The ESL teacher makes sure that all ELL's eligible to take NYSESLAT are identified by cross-checking with the ATS reports, e.g. RLER, RMNR, RLAT, and BESIS participation report, RBPS. The NYSESLAT has 5 grade bands: Kindergarten, 1, 2-4, 5-6, 7-8, and 9-12. It assesses students speaking, listening, reading and writing skills, defined by NYS English as a Second Language Learning Standards. The speaking section is administered individually and asks students to respond to a word or statement read aloud or to a picture. The other sections can be administered to students in a group. Testing accommodations for ELL's in Special Education are followed as directed. The reading section of the NYSESLAT asks students to write in response to answer questions about stories printed in their test books. The writing section asks students to write in response to questions and prompts in their test books. The listening section asks students to select the correct response to a picture and/or word or statement read aloud.

#2. To ensure that the parents understand the program choices, parents are invited to the Parent Orientation conducted by the school's certified teacher held within ten days from date of admission. Also present at this conference are the school principal, Ms. Lori Baker, the Assistant Principal, Ms. Rraine Semaj, the Parent Coordinator, Ms. Kwafi Gray, and an available Spanish-speaking staff who assists with interpretation. The ESL certified teacher, Ms. Horschig, explains to the parents how ELL identification and eligibility for testing are done, the levels the students will be placed based on their LAB-R scores and the number of instructional service each level requires, the methodologies used in the program by assessing the NYSESLAT given in the spring, and how parents may participate. Additionally, the parents are emphatically explained the language programs available in the whole NYC. The CD on Parent Options is shown to the parents in English, or Spanish if the great number of the parents present is Spanish-speaking. Parents are informed that the CD is also available online at the NYC Department of Education website for viewing at home in the language that they prefer. Following the explanation on parent options is an opportunity for parents to ask questions.

**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

Parents are also walked through the completion of the Parent Survey and Program Selection Form. They are instructed on how to fill out what their first, second, and third choice for their child is. Parents can choose to complete this form at the orientation or bring it home for review. After parent selection, if a program other than ESL is selected as the parents' first choice then a list is downloaded from the Office of ELL's to inform the parent of schools available with their selection of choice. If the parent chooses to keep their child in P.S. 160, knowing ESL is not their first choice, then the child's name will be written down on a list until the minimum number of 15 is reached, and in which case P.S. 160 is obliged to create their program of choice.

Copies of the Guide to ELLs Parents printed in their preferred language is distributed to parents. The ESL teacher and the Parent Coordinator invite the parents to reach them by phone or arrange an appointment for a conference if they have questions or other issues. Attendance of parents is taken and the agenda is discussed in the orientation, documented and kept on file. Parents who can not attend the orientation that day are seen on an arranged date, or a telephone conference is done and whatever transpires is documented. Parents are reminded to return the selection form without delay or the default program is Bilingual Program.

#3. Entitlement letters, such as the First Entitlement or Placement Letter, Not Entitled, Continuous Entitlement, No Longer Entitled, and Transfer Option are sent out in English, Spanish, or French to parents. The tear-off slips needs to be returned a week after they are first distributed and kept on file by the ESL service provider in a binder and kept on file in the ESL classroom. The ESL teacher calls parents who have not returned the required forms. Original copies of the Parent Survey and Parent Selection Forms are kept for filing purposes by the ESL service provider and the duplicated copies are attached to the HLIS and included in the Student's Cumulative Records in the care of the classroom teacher.

#4. ELLs who are eligible for testing are administered the LAB-R (Revised) and the Spanish LAB, where appropriate, by the certified ESL teacher within 10 days from admission. Parents are immediately notified in writing about the test result, the level to which their child will be placed, and the number of instructional: minutes per week the level requires: Beginning and Intermediate Levels receive 360 minutes per week of ESL instruction, and Advanced Level with 180 minutes. Duly signed Placement Letters are collected and kept on file by the ESL service provider. Parents are encouraged to contact the ESL teacher by phone to arrangement a meeting if they should they have any concerns. They are assured that communication is open for them, and language barrier is addressed with the assistance of Spanish-speaking or other language personnel in the school. Written communication will be available in the language of their preference.

#5. After reviewing the Parent Survey and Program Selection forms for the past few years, it is evident that 99% of the parents have

requested the Freestanding ESL program at P.S. 160. After parents viewed the CD on Parents Option and the explanations of the program choices, parents still insisted on having their child remain in the school.

The trend in program choices for the past 3 years reveals that ESL is the preferred program by parents at our school 98% to 99% of the time.

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

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s): N/A
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s): N/A

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	17	0	13	13		12	0	0	0	30
Total	17	0	13	13	0	12	0	0	0	30

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

### C. Home Language Breakdown and ELL Programs

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

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	5	5	4	5								24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				3	2									5
<b>TOTAL</b>	2	3	6	8	6	5	0	0	0	0	0	0	0	30

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

Paste response to questions 1-7 here

Responses for 1-7 here:

#1. The population of ELLs at P.S. 160 has reached 30 at this time of reporting, with a few from each class in K-5. The ESL service provider delivers the Freestanding ESL in a pull-out model in a heterogenous model or mixed proficiency levels of students.

It should be noted here that the NYS certified ESL teacher at P.S. 160 is currently on a .5 position and provides ESL service to the 30 ELLs for 2 days and a half only. Programming and scheduling 30 ELLs in K-5 24 of them on Intermediate and Beginning levels in which they are required to have 8 periods a week and 6 Advanced with 4 periods.

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

The ESL teacher articulates with the classroom teachers and they work around the student's schedule to ensure delivery of instruction. The ESL teacher accommodates and aligns her lessons with the language needs of the students to meet the standards. To best serve the ELLs and to be on the same page as the classroom teachers, the ESL service teacher requests classroom teachers to fill in a Weekly Planning Sheet to tailor her lessons appropriately. She supports classroom teachers in all content areas in using ESL strategies. Various methods are used to support instruction, such as literacy games, hands-on manipulatives, oral language activities, visual literature, high-frequency words, vocabulary building, and writing development.

A. Each ELL student receiving ESL instruction begins by meeting his/her instructional unit requirement which include for Grades K-5 the development and strengthening of language skills: LISTENING, SPEAKING, READING, and WRITING on a daily basis. The Language Allocation Policy (LAP) will address all 5 goals of the New York State Learning Standards for ESL and aligns it with the Common Core Learning Standards. Each student will listen, speak, read and write in English for information and understanding for literacy response, enjoyment and expression, as well as for critical analysis and evaluation.

In addition, ELLs will listen, speak, read and write for cross-cultural knowledge and understanding. All language modalities will be utilized during instruction, not functioning in isolation.

#3. To ensure that ELLs meet the standards, the ESL program is aligned with the core curriculum of the non-ELL instructional program and the ELA and ESL state standards. P.S. 160 is making strides to be consistent with the Common Core Learning Standards following the framework in ELA and Math to prepare the students for college. ESL methodologies, as well as strategies of Balanced Literacy, Balanced

## A. Programming and Scheduling Information

Mathematics, Science and Social Studies are used to ensure comprehensive growth. Balanced Literacy focuses on Reading Workshop (mini-lesson, shared reading, guided reading and independent reading), Writing Workshop (modeled writing, guided writing, interactive writing and independent writing), and Word Work (phonemic awareness, phonics, vocabulary and comprehension).

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

Books are level-appropriate and designated EMERGENT, EARLY, and FLUENT in the ESL program:

- \* Rigby On Our Way to English
- \* Rigby Literacy
- \* Hampton Brown English to a Beat
- \* Celebration Press - Little Celebrations
- \* NYSESLAT and Beyond - Attanasio & Associates
- \* Finish Line in ELA/READING/MATH
- \* Math May to May - Continental Press
- \* Phonics (A-C) - Continental Press

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

There are two computers in the ESL classroom. ELLs are given ample opportunity to learn to make researches or gather facts/information from recommended websites. All students use the computer to complete assigned writing activities to build technological skills, as well as keyboarding. Selected software provide endless variety of games and exercises on reading, vocabulary, comprehension, grammar and math skills.

#4. Only one student in the 4th Grade last year took the NYS tests in Math and Science in the Spanish version. This student who is now in the 5th Grade is no longer exempt from taking ELA and will take NYS test in Math in English, but given modifications, including the use of glossary.

Should there be new admits to the school this year who are not exempt from taking the NYS tests in Math and Science but are much more comfortable taking the tests translated in their own language, Spanish or French, are provided practice tests in that language by the ESL teacher. Sample Tests in Math, Science and Social Studies in the student's language are available and utilized during the allotted test preparation time by the ESL teacher. Spanish and French dictionaries and glossaries are at their disposal. Where needed, a proctor who speaks the student's language may be requested for officially by the school during testing in Math and Science.

The Spanish books in the different genres that portray a wide variety of cultural experiences and ethnic backgrounds found in the ESL classroom library are mostly utilized for independent reading. They, too, are helpful in brushing up with the students' mother tongue for better vocabulary and structure in the writing part of the test that requires long responses and essays.

#5. Differentiating instruction for ELL subgroups:

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

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

A. Instructional plan for SIFE - There are NO SIFE students at P.S. 160 this year.

## A. Programming and Scheduling Information

### B. Plan for Newcomers and ELLs with 3 years or less -

New arrivals with little or no English or none at all are placed in monolingual classes whose classroom teachers, or at least whose class para, are Spanish and/or French-speaking in order to make them feel comfortable and given support in the native language. Gradually, this support is reduced. A non-threatening learning environment is created for oral communication. Speaking and listening will lead to reading and writing. The classroom teacher and the ESL teacher articulate with each other to plan instruction to enable new students in making content comprehensible and to monitor their progress.

ELLs who have less than 3 years are immersed in vocabulary activity as to reinforce oral and writing skills. Decoding skills are emphasized. Strategies in reading comprehension are developed.

There is the scaffolding of the scope of content and concepts. Students are moved toward task-oriented practices where reading independently and writing for expression take root. They are supported using audio/visual/hands-on lesson activities.

### C. Plan for ELLs with 4-6 years -

The ESL teacher will employ strategies so that the nature of the student's material and cognitive and academic demands are increased. While reading for information and understanding is important, reading for critical analysis and evaluation is also developed. Writing for different purposes is fine-tuned. Reading and writing in various genres and the content areas should demonstrate growth. The performance indicators will be met through constant practice activities.

### D. There are NO long-term ELLs at P.S. 160 who completed 6 years.

#6. P.S.160 is a barrier-free school servicing students with special needs. Currently, there are 25 ELLs out of 30 in Special Ed. Some of them have multiple handicaps who receive other mandated services, such as, Adapted Physical Education, Occupational Therapy, Physical Therapy, Speech and Guidance, while others are in functional classes on Alternate Assessment. These are the students who struggle with language acquisition and processing because of their learning disabilities, or are intellectually challenged as the case would be. Instruction is based on the Individual Education Plan (I.E.P.). Differentiated instruction is employed and activities are tailored according to their age, experience, abilities and skills to provide access to academic content areas and accelerate English language development. All ELL students on Alternate Assessment are given equal opportunities to be exposed to skill/test sophistication. P.S. 160 has taken the option of administering ELL Periodic Assessments to evaluate their progress and for preparedness for the mandated NYSESLAT.

Level-appropriate books and materials are carefully chosen for use in differentiated instruction, without sacrificing academic content. Teacher-made worksheets and assessments are not one-size-fits-all, but created to measure the individual child's annual and short-term goals.

#7. Articulation with the classroom teacher and all the related service providers is critical at P.S. 160 in allowing for flexibility in scheduling, as well as in monitoring the student's instructional needs and progress. The ESL teacher provides ESL services to 25 ELL-SWD for two days and a half in a pull-out program and groups based on students' disabilities.

The ESL teacher encourages one-to-one paras or alternate placement paras to participate in supporting the ELL-SWDs' academic and language development.

### 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 strategies.		Transitional Bilingual Education (TBE)
100%		
75%		
50%		
25%		
0%		
Programming and Scheduling Information Question		Dual Language
100%		
75%		
50%		
25%		
0%		
		Freestanding ESL
100%		
75%		
50%		
25%		
0%		

## Courses Taught in Languages Other than English

### 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?

Paste response to questions 8-17 here

#### B. CONTINUATION of PROGRAMMING and SCHEDULING INFORMATION

Responses to Questions 8-17 here.

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

- \* Special Education Support Services (SETTS)
- \* Extended Time Service (ETS) in Literacy and Math
- \* ELA / MATH / SCIENCE Test Skill Sophistication
- \* NYSESLAT Test Sophistication
- \* ESL After School Program - held once a week for a total of 2 hours on Mondays from 2:40-4:40 P.M.

Instructional materials in the intervention programs are specific to ELA, Math, and other content areas. Some of the materials in use are: KAPLAN KEYS for K-5 in ELA and MATH, and NYS PROGRESS COACH K-5 in ELA and MATH.

#9. Transitional support is extended to those ELLs who tested out in the NYSESLAT. To facilitate their transition into the mainstream curriculum, they are provided maximum help in their language with comprehensive reading and writing opportunities. The ESL teacher continues to articulate with the teachers of those on transitional level to encourage them to use ESL strategies in the content areas. Students on Transitional Level are supposed to be provided two periods a week (90 minutes) of ESL instruction. This, however, cannot be met at P.S. 160 because the ESL teacher is only on .5 position who comes for ESL services for 2 days and a half a week. The school ensures ELL's who tested out of NYSESLAT receive all ELL testing accommodations.

#10. P.S.160 will continue to assess students in determining their needs to create programs to support all our ELLs/SWDs.

#11. No program will be discontinued for ELLs.

#12. ELLs are afforded equal access to all school programs. The services and resources correspond to ELLs' ages, and grade level. The following are the supplemental services offered where ELLs participate in:

- \* ELA and Math After School Program - held on Mondays from 2:40-4:40 for two hours for Grades 3-
- \* Special Education Teacher Support Services (SETTS) for Grades 2-5
- \* Extended Time Sessions in Literacy and Math for Grades 2-5 on Tuesdays and Wednesdays from

2:40-3:30.

#13. Books and materials used in the ESL program assist ELLs in all levels in reaching the academic levels expected in the standards.

A. Books for Literacy are appropriate and designated EMERGENT, EARLY, and FLUENT:

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

## 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?

Paste response to questions 8-17 here

### B. CONTINUATION of PROGRAMMING and SCHEDULING INFORMATION

Responses to Questions 8-17 here.

- #8. ELLs identified at risk receive the following intervention on individual and /or small group in order to meet their needs:
- \* Special Education Support Services (SETTS)
  - \* Extended Time Service (ETS) in Literacy and Math
  - \* ELA / MATH / SCIENCE Test Skill Sophistication
  - \* NYSESLAT Test Sophistication
  - \* ESL After School Program - held once a week for a total of 2 hours on Mondays from 2:40-4:40 P.M.

Instructional materials in the intervention programs are specific to ELA, Math, and other content areas. Some of the materials in use are: KAPLAN KEYS for K-5 in ELA and MATH, and NYS PROGRESS COACH K-5 in ELA and MATH.

#9. Transitional support is extended to those ELLs who tested out in the NYSESLAT. To facilitate their transition into the mainstream curriculum, they are provided maximum help in their language with comprehensive reading and writing opportunities. The ESL teacher continues to articulate with the teachers of those on transitional level to encourage them to use ESL strategies in the content areas. Students on Transitional Level are supposed to be provided two periods a week (90 minutes) of ESL instruction. This, however, cannot be met at P.S. 160 because the ESL teacher is only on .5 position who comes for ESL services for 2 days and a half a week. The school ensures ELL's who tested out of NYSESLAT receive all ELL testing accommodations.

#10. P.S.160 will continue to assess students in determining their needs to create programs to support all our ELLs/SWDs.

#11. No program will be discontinued for ELLs.

#12. ELLs are afforded equal access to all school programs. The services and resources correspond to ELLs' ages, and grade level. The following are the supplemental services offered where ELLs participate in:

- \* ELA and Math After School Program - held on Mondays from 2:40-4:40 for two hours for Grades 3-
- \* Special Education Teacher Support Services (SETTS) for Grades 2-5
- \* Extended Time Sessions in Literacy and Math for Grades 2-5 on Tuesdays and Wednesdays from 2:40-3:30.

#13. Books and materials used in the ESL program assist ELLs in all levels in reaching the academic levels expected in the standards.

A. Books for Literacy are appropriate and designated EMERGENT, EARLY, and FLUENT:

- \* Rigby On Our Way to English
- \* Rigby Literacy
- \* Pebble Reading
- \* Hampton-brown Into English
- \* Hampton-Brown English to a Beat
- \* Celebration Press - Little Celebrations
- \* NYSESLAT and Beyond - Attanasio

## 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?

Paste response to questions 8-17 here

### B. CONTINUATION of PROGRAMMING and SCHEDULING INFORMATION

Responses to Questions 8-17 here.

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

- \* Special Education Support Services (SETTS)
- \* Extended Time Service (ETS) in Literacy and Math
- \* ELA / MATH / SCIENCE Test Skill Sophistication
- \* NYSESLAT Test Sophistication
- \* ESL After School Program - held once a week for a total of 2 hours on Mondays from 2:40-4:40 P.M.

Instructional materials in the intervention programs are specific to ELA, Math, and other content areas. Some of the materials in use are: KAPLAN KEYS for K-5 in ELA and MATH, and NYS PROGRESS COACH K-5 in ELA and MATH.

#9. Transitional support is extended to those ELLs who tested out in the NYSESLAT. To facilitate their transition into the mainstream curriculum, they are provided maximum help in their language with comprehensive reading and writing opportunities. The ESL teacher continues to articulate with the teachers of those on transitional level to encourage them to use ESL strategies in the content areas. Students on Transitional Level are supposed to be provided two periods a week (90 minutes) of ESL instruction. This, however, cannot be met at P.S. 160 because the ESL teacher is only on .5 position who comes for ESL services for 2 days and a half a week. The school ensures ELL's who tested out of NYSESLAT receive all ELL testing accommodations.

#10. P.S.160 will continue to assess students in determining their needs to create programs to support all our ELLs/SWDs.

#11. No program will be discontinued for ELLs.

#12. ELLs are afforded equal access to all school programs. The services and resources correspond to ELLs' ages, and grade level. The following are the supplemental services offered where ELLs participate in:

- \* ELA and Math After School Program - held on Mondays from 2:40-4:40 for two hours for Grades 3-
- \* Special Education Teacher Support Services (SETTS) for Grades 2-5
- \* Extended Time Sessions in Literacy and Math for Grades 2-5 on Tuesdays and Wednesdays from

2:40-3:30.

#13. Books and materials used in the ESL program assist ELLs in all levels in reaching the academic levels expected in the standards.

A. Books for Literacy are appropriate and designated EMERGENT, EARLY, and FLUENT:

- \* Rigby On Our Way to English
- \* Rigby Literacy
- \* Pebble Reading
- \* Hampton-brown Into English
- \* Hampton-Brown English to a Beat
- \* Celebration Press - Little Celebrations
- \* NYSESLAT and Beyond - Attanasio
- \* Empire State NYSESLAT - Continental Press

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

**Beginning**

**Intermediate**

**Advanced**

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

\* NOT Applicable to P.S. 160.

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

**D. Professional Development and Support for School Staff**

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

Paste response to questions 1-3 here

#1. Paste response to questions 1-3 here

#1. The ESL teacher attends training, workshops and seminars conducted by BETAC or recommended sessions by the Office of the English Language Learners to keep her abreast of the recent approaches, innovations in ESL instruction, new state standards, and hone her teaching skills. Of late, she received SIOP training in collaboration with Fordham University. Strategies learned are passed on to classroom teachers who work with ELLs as needed during curriculum planning time, Grade Level or Inquiry Team meetings.

Classroom teachers, as well as paraprofessionals, are given formal and informal training as to the nature of working with ELLs. This is accomplished through grade level meetings, individual conferencing and articulation with teachers, and designated workshop days and attending courses or seminars to complete the required 7.5 hours of ESL training. Teachers are made aware of testing modifications and promotional criteria for ELLs. Secretaries and Parent Coordinator also receive professional development regarding their special role in assisting ELLs and their parents.

Schedule of upcoming professional development days to be conducted by the Office of English Language Learners, Children First Network, or Bilingual Education Technical Assistance Center (BETAC) are posted in a conspicuous place or attached to principal's memo, and made available to all personnel including psychologists, related services providers, and paraprofessionals.

Paste response to questions 1-3 here

#1. The ESL teacher attends training, workshops and seminars conducted by BETAC or recommended se

Classroom teachers, as well as paraprofessionals, are given formal and informal training as to the nature of working with ELLs. This is accomplished through grade level meetings, individual conferencing and articulation with teachers, and designated workshop days and attending courses or seminars to complete the required 7.5 hours of ESL training. Teachers are made aware of testing modifications and promotional criteria for ELLs. Secretaries and Parent Coordinator also receive professional development regarding their special role in assisting ELLs and their parents.

Schedule of upcoming professional development days to be conducted by the Office of English Language Learners, Children First Network, or Bilingual Education Technical Assistance Center (BETAC) are posted in a conspicuous place or attached to principal's memo, and made available to all personnel including psychologists, related services providers, and paraprofessionals.

#2. The cognitive and academic demands for the Fifth Grade ELLs who are nearing middle school are increased. The ESL teacher plans instruction and provides support to classroom teachers that will work best for the ELLs. It is essential that not only reading for information and understanding along with reading for critical analysis and evaluation be developed. Opportunities for writing for different purposes that call for appropriate vocabulary and proper mechanics are given. Reading and writing in various genres and the content areas are fine-tuned. Test-taking skills are developed.

The school leadership and guidance counselor plan actions, with the cooperation of te Paraent Coordinator and teachers to hold assesblies to support all students, including ELL students, in their transition from elementary to middle school. Assesblies are held to watch video about the middle schools in our area, as well as to conduct a questions/answers session in regard to any concerns they may have. Students also attend Open Houses organized by the Middle Schools and complete Middle School Choice Applications to select schools, based on their interest. Guidance counselors work closely with the students and their parents in order to choose an appropriate middle school for their child and to help with transitioning.

#3. A survey will be made among the new teachers to find out how many of them will be needing the mandated ESL training this year. After determining the number of teachers and the number of hours they need to complete the requirement, a schedule for the in-house

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

#1. Paste response to questions 1-3 here

#1. The ESL teacher attends training, workshops and seminars conducted by BETAC or recommended sessions by the Office of the English Language Learners to keep her abreast of the recent approaches, innovations in ESL instruction, new state standards, and hone her teaching skills. Of late, she received SIOP training in collaboration with Fordham University. Strategies learned are passed on to classroom teachers who work with ELLs as needed during curriculum planning time, Grade Level or Inquiry Team meetings.

Classroom teachers, as well as paraprofessionals, are given formal and informal training as to the nature of working with ELLs. This is accomplished through grade level meetings, individual conferencing and articulation with teachers, and designated workshop days and attending courses or seminars to complete the required 7.5 hours of ESL training. Teachers are made aware of testing modifications and promotional criteria for ELLs. Secretaries and Parent Coordinator also receive professional development regarding their special role in assisting ELLs and their parents.

Schedule of upcoming professional development days to be conducted by the Office of English Language Learners, Children First Network, or Bilingual Education Technical Assistance Center (BETAC) are posted in a conspicuous place or attached to principal's memo, and made available to all personnel including psychologists, related services providers, and paraprofessionals.

Paste response to questions 1-3 here

#1. The ESL teacher attends training, workshops and seminars conducted by BETAC or recommended se

Classroom teachers, as well as paraprofessionals, are given formal and informal training as to the nature of working with ELLs. This is accomplished through grade level meetings, individual conferencing and articulation with teachers, and designated workshop days and attending courses or seminars to complete the required 7.5 hours of ESL training. Teachers are made aware of testing modifications and promotional criteria for ELLs. Secretaries and Parent Coordinator also receive professional development regarding their special role in assisting ELLs and their parents.

Schedule of upcoming professional development days to be conducted by the Office of English Language Learners, Children First Network, or Bilingual Education Technical Assistance Center (BETAC) are posted in a conspicuous place or attached to principal's memo, and made available to all personnel including psychologists, related services providers, and paraprofessionals.

#2. The cognitive and academic demands for the Fifth Grade ELLs who are nearing middle school are increased. The ESL teacher plans instruction and provides support to classroom teachers that will work best for the ELLs. It is essential that not only reading for information and understanding along with reading for critical analysis and evaluation be developed. Opportunities for writing for different purposes that call for appropriate vocabulary and proper mechanics are given. Reading and writing in various genres and the content areas are fine-tuned. Test-taking skills are developed.

The school leadership and guidance counselor plan actions, with the cooperation of the Parent Coordinator and teachers to hold assemblies to support all students, including ELL students, in their transition from elementary to middle school. Assemblies are held to watch video about the middle schools in our area, as well as to conduct a questions/answers session in regard to any concerns they may have. Students also attend Open Houses organized by the Middle Schools and complete Middle School Choice Applications to select schools, based on their interest. Guidance counselors work closely with the students and their parents in order to choose an appropriate middle school for their child and to help with transitioning.

#3. A survey will be made among the new teachers to find out how many of them will be needing the mandated ESL training this year. After determining the number of teachers and the number of hours they need to complete the requirement, a schedule for the in-house training will be drafted. Arrangement with the ELL Compliance Officer or the Network ELL Support Specialist will be made for invited presenters who will conduct the session during the Chancellor's Staff Development Day in June. The teachers are encouraged to take it upon themselves to avail of the OELL recommended training sessions outside of the building. Courses are posted in the school's Disney Dispatcher regularly to keep them informed. Record of such conducted sessions and teacher attendance will be maintained in the teacher's file. Professional reading materials and videos on ESL methodologies are available to teachers as well.

## 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)
parents? 100%	
3. How do you evaluate the needs of the pa 75%	

## E. Parental Involvement

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

Paste response Paste response to questions 1-4 here

#1. Parental involvement is very crucial. Parental involvement includes a wide range, but generally refers to parents' and family members' use and investment in their children's schooling with the support of the Parent Coordinator. These investments can take place in or outside of school, with the intention of improving the ELLs' learning

Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Spanish books are available in the ESL classroom library and students and parents are welcome to borrow. Websites are provided for parent use with their children (i.e. Dial a Teacher.)

Involvement at school include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events. At the ESL Orientation in September parents are provided information on the ELL program, and the different services and support that are available at P.S.160. The Parent Coordinator encourages parents to participate in the following:

- \* Parent Association
- \* School Leadership Team
- \* I.E.P. Conferences
- \* Parent-Teacher Conferences
- \* Parents' Meetings and Workshops( conducted by the parent coordinator or Literacy /Math coaches)
- \* ESL Parent Orientation
- \* Family Day
- \* Barbeque Day and Field Day
- \* Assembly programs (Multicultural Dances and Musicale)
- \* Parents Volunteer Team for lunch times
- \* Fundraising

#2. P.S. 160 has secured partnership that provides workshops to the school community, including services to ELL parents. These are:

- \* Bronx Health Link
- \* Learning Leaders
- \* UFT Dial-a-Teacher
- \* JAFa Grandparent Connection
- \* Juvenile Diabetes Foundation
- \* New York Life and Primerica for financial planning

#3. The needs of the parents are evaluated in various ways:

- \* Dialogue between the parent, parent coordinator, and the ESL teacher to get feedback in which areas parents feel their children need help, while at the same time giving insight on how parents can be helped. Adult programs that offer English language instruction are also offered.
- \* Parents of ELLs are not excluded from Parent Monthly Roundtable. They are encouraged to attend and if necessary, a language interpreter is made available to listen to their concerns and issues.
- \* Parent-Teacher Conferences are held periodically and parents are allowed to explore the ESL classroom library where they may borrow books.
- \* Informational flyers from D.O.E. and our school are distributed addressing how the school can be of assistance in helping the parents. Some are available in different languages to best convey the message to non-English speaking parents.

#4. On a school-wide basis P.S. 160 addresses the needs of all parents through the data received from parents' responses to school's outreach, such as, the Learning Environment Surveys, Parent Roundtable, etc. Then the school offers workshops and resources that help empower parents in the area of need. This is done through various organizations, such as, Learning Leaders, our network provider, Fordham University, in-house facilitators, OEM Preparedness, Westchester Square Medical Center, and Resources for Children with Special Needs, JASA Grandparent Connection, and workshops facilitated by the Parent Coordinator. Each workshop is chosen to provide parents with information and resources for necessary skills. Where needed, a language interpreter is made available to questions 1-4 here

## E. Parental Involvement

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

Paste response Paste response to questions 1-4 here

#1. Parental involvement is very crucial. Parental involvement includes a wide range, but generally refers to parents' and family members' use and investment in their children's schooling with the support of the Parent Coordinator. These investments can take place in or outside of school, with the intention of improving the ELLs' learning

Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Spanish books are available in the ESL classroom library and students and parents are welcome to borrow. Websites are provided for parent use with their children (i.e. Dial a Teacher.)

Involvement at school include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events. At the ESL Orientation in September parents are provided information on the ELL program, and the different services and support that are available at P.S.160. The Parent Coordinator encourages parents to participate in the following:

- \* Parent Association
- \* School Leadership Team
- \* I.E.P. Conferences
- \* Parent-Teacher Conferences
- \* Parents' Meetings and Workshops( conducted by the parent coordinator or Literacy /Math coaches)
- \* ESL Parent Orientation
- \* Family Day
- \* Barbeque Day and Field Day
- \* Assembly programs (Multicultural Dances and Musicales)
- \* Parents Volunteer Team for lunch times
- \* Fundraising

#2. P.S. 160 has secured partnership that provides workshops to the school community, including services to ELL parents. These are:

- \* Bronx Health Link
- \* Learning Leaders
- \* UFT Dial-a-Teacher
- \* Jafa Grandparent Connection
- \* Juvenile Diabetes Foundation
- \* New York Life and Primerica for financial planning

#3. The needs of the parents are evaluated in various ways:

- \* Dialogue between the parent, parent coordinator, and the ESL teacher to get feedback in which areas parents feel their children need help, while at the same time giving insight on how parents can be helped. Adult programs that offer English language instruction are also offered.
- \* Parents of ELLs are not excluded from Parent Monthly Roundtable. They are encouraged to attend and if necessary, a language interpreter is made available to listen to their concerns and issues.
- \* Parent-Teacher Conferences are held periodically and parents are allowed to explore the ESL classroom library where they may borrow books.
- \* Informational flyers from D.O.E. and our school are distributed addressing how the school can be of assistance in helping the parents. Some are available in different languages to best convey the message to non-English speaking parents.

#4. On a school-wide basis P.S. 160 addresses the needs of all parents through the data received from parents' responses to school's outreach, such as, the Learning Environment Surveys, Parent Roundtable, etc. Then the school offers workshops and resources that help empower parents in the area of need. This is done through various organizations, such as, Learning Leaders, our network provider, Fordham University, in-house facilitators, OEM Preparedness, Westchester Square Medical Center, and Resources for Children with Special Needs, JASA Grandparent Connection, and workshops facilitated by the Parent Coordinator. Each workshop is chosen to provide parents with information and resources for necessary skills. Where needed, a language interpreter is made available to questions 1-4 here

## 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?

Paste response to questions 8-17 here

### B. CONTINUATION of PROGRAMMING and SCHEDULING INFORMATION

Responses to Questions 8-17 here.

- #8. ELLs identified at risk receive the following intervention on individual and /or small group in order to meet their needs:
- \* Special Education Support Services (SETTS)
  - \* Extended Time Service (ETS) in Literacy and Math
  - \* ELA / MATH / SCIENCE Test Skill Sophistication
  - \* NYSESLAT Test Sophistication
  - \* ESL After School Program - held once a week for a total of 2 hours on Mondays from 2:40-4:40 P.M.

Instructional materials in the intervention programs are specific to ELA, Math, and other content areas. Some of the materials in use are: KAPLAN KEYS for K-5 in ELA and MATH, and NYS PROGRESS COACH K-5 in ELA and MATH.

#9. Transitional support is extended to those ELLs who tested out in the NYSESLAT. To facilitate their transition into the mainstream curriculum, they are provided maximum help in their language with comprehensive reading and writing opportunities. The ESL teacher continues to articulate with the teachers of those on transitional level to encourage them to use ESL strategies in the content areas. Students on Transitional Level are supposed to be provided two periods a week (90 minutes) of ESL instruction. This, however, cannot be met at P.S. 160 because the ESL teacher is only on .5 position who comes for ESL services for 2 days and a half a week. The school ensures ELL's who tested out of NYSESLAT receive all ELL testing accommodations.

#10. P.S.160 will continue to assess students in determining their needs to create programs to support all our ELLs/SWDs.

#11. No program will be discontinued for ELLs.

#12. ELLs are afforded equal access to all school programs. The services and resources correspond to ELLs' ages, and grade level. The following are the supplemental services offered where ELLs participate in:

- \* ELA and Math After School Program - held on Mondays from 2:40-4:40 for two hours for Grades 3-
- \* Special Education Teacher Support Services (SETTS) for Grades 2-5
- \* Extended Time Sessions in Literacy and Math for Grades 2-5 on Tuesdays and Wednesdays from 2:40-3:30.

#13. Books and materials used in the ESL program assist ELLs in all levels in reaching the academic levels expected in the standards.

A. Books for Literacy are appropriate and designated EMERGENT, EARLY, and FLUENT:

- \* Rigby On Our Way to English
- \* Rigby Literacy
- \* Pebble Reading
- \* Hampton-brown Into English
- \* Hampton-Brown English to a Beat
- \* Celebration Press - Little Celebrations
- \* NYSESLAT and Beyond - Attanasio

## 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?

Paste response to questions 8-17 here

### B. CONTINUATION of PROGRAMMING and SCHEDULING INFORMATION

Responses to Questions 8-17 here.

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

- \* Special Education Support Services (SETTS)
- \* Extended Time Service (ETS) in Literacy and Math
- \* ELA / MATH / SCIENCE Test Skill Sophistication
- \* NYSESLAT Test Sophistication
- \* ESL After School Program - held once a week for a total of 2 hours on Mondays from 2:40-4:40 P.M.

Instructional materials in the intervention programs are specific to ELA, Math, and other content areas. Some of the materials in use are: KAPLAN KEYS for K-5 in ELA and MATH, and NYS PROGRESS COACH K-5 in ELA and MATH.

#9. Transitional support is extended to those ELLs who tested out in the NYSESLAT. To facilitate their transition into the mainstream curriculum, they are provided maximum help in their language with comprehensive reading and writing opportunities. The ESL teacher continues to articulate with the teachers of those on transitional level to encourage them to use ESL strategies in the content areas. Students on Transitional Level are supposed to be provided two periods a week (90 minutes) of ESL instruction. This, however, cannot be met at P.S. 160 because the ESL teacher is only on .5 position who comes for ESL services for 2 days and a half a week. The school ensures ELL's who tested out of NYSESLAT receive all ELL testing accommodations.

#10. P.S.160 will continue to assess students in determining their needs to create programs to support all our ELLs/SWDs.

#11. No program will be discontinued for ELLs.

#12. ELLs are afforded equal access to all school programs. The services and resources correspond to ELLs' ages, and grade level. The following are the supplemental services offered where ELLs participate in:

- \* ELA and Math After School Program - held on Mondays from 2:40-4:40 for two hours for Grades 3-
- \* Special Education Teacher Support Services (SETTS) for Grades 2-5
- \* Extended Time Sessions in Literacy and Math for Grades 2-5 on Tuesdays and Wednesdays from

2:40-3:30.

#13. Books and materials used in the ESL program assist ELLs in all levels in reaching the academic levels expected in the standards.

A. Books for Literacy are appropriate and designated EMERGENT, EARLY, and FLUENT:

- \* Rigby On Our Way to English
- \* Rigby Literacy
- \* Pebble Reading
- \* Hampton-brown Into English
- \* Hampton-Brown English to a Beat
- \* Celebration Press - Little Celebrations
- \* NYSESLAT and Beyond - Attanasio
- \* Empire State NYSESLAT - Continental Press

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

\* NOT Applicable to P.S. 160.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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

#2. Based on the NYSESLAT 2011, gains significantly increased that moved up most of the ELLs one proficiency level across the grades 1-5, as compared to last year's.

Two Kindergarten students who were at the Beginning level (as obtained from LAB-R in the Fall 2010) remain in the same level, considering both ELLs are severely developmentally delayed physically and cognitively.. The vision impaired ELLs in Grades 2 and 4 also did not show improvement. Although both did well in the Listening and Speaking modalities, their Reading and Writing were not developed. Both students are struggling readers and writers and just learning to do Braille. Three students on alternate assessment (NYSAA) in Grades 3-5 remained in the Beginning level, and one in Gr. 3 moved up to Intermediate.

#3. The results of NYSESLAT 2011, reading and writing will affect instructional decisions. The results of the recent test call for proper planning and employing reading comprehension strategies and thorough development of writing for school year 2011-2012. The reading/writing modalities should include vocabulary enrichment. A review of the NYSESLAT results for General and Special Education students reveal that reading and writing should be further developed. Guided reading instruction is an important component to assist students in building their reading skills. Modeled writing and conferring with students will assist them to build skills in organizing content and improving mechanics. Differentiated instruction will allow the ESL teacher to individualize instruction based on assessed needs. Individual student progress will be assessed every six weeks and adjustment made to instruction based on the analysis of those assessments. ESL Goals for each grade and individual students are established at the beginning of the year and updated regularly.

#4. A. A newly arrived student in the 4th Grade took the Spanish version of the NYS tests in Math and Science and scored Level 2 in Math and Level 3 in Science.

B. The School Data Specialist gives out the results and indicative performance of ELLs who took the interim tests to the ESL teacher and discusses their significance. The results of the Periodic Assessment are particularly useful to the classroom teacher and ESL teacher. Results help drive instruction and focus for helping the students in their weaknesses or deficiencies such as listening to directions and

## Additional Information

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

Paste additional information here

\* No additional information here.

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

#1. Paste response to questions 1-3 here

#1. The ESL teacher attends training, workshops and seminars conducted by BETAC or recommended sessions by the Office of the English Language Learners to keep her abreast of the recent approaches, innovations in ESL instruction, new state standards, and hone her teaching skills. Of late, she received SIOP training in collaboration with Fordham University. Strategies learned are passed on to classroom teachers who work with ELLs as needed during curriculum planning time, Grade Level or Inquiry Team meetings.

Classroom teachers, as well as paraprofessionals, are given formal and informal training as to the nature of working with ELLs. This is accomplished through grade level meetings, individual conferencing and articulation with teachers, and designated workshop days and attending courses or seminars to complete the required 7.5 hours of ESL training. Teachers are made aware of testing modifications and promotional criteria for ELLs. Secretaries and Parent Coordinator also receive professional development regarding their special role in assisting ELLs and their parents.

Schedule of upcoming professional development days to be conducted by the Office of English Language Learners, Children First Network, or Bilingual Education Technical Assistance Center (BETAC) are posted in a conspicuous place or attached to principal's memo, and made available to all personnel including psychologists, related services providers, and paraprofessionals.

Paste response to questions 1-3 here

#1. The ESL teacher attends training, workshops and seminars conducted by BETAC or recommended se

Classroom teachers, as well as paraprofessionals, are given formal and informal training as to the nature of working with ELLs. This is accomplished through grade level meetings, individual conferencing and articulation with teachers, and designated workshop days and attending courses or seminars to complete the required 7.5 hours of ESL training. Teachers are made aware of testing modifications and promotional criteria for ELLs. Secretaries and Parent Coordinator also receive professional development regarding their special role in assisting ELLs and their parents.

Schedule of upcoming professional development days to be conducted by the Office of English Language Learners, Children First Network, or Bilingual Education Technical Assistance Center (BETAC) are posted in a conspicuous place or attached to principal's memo, and made available to all personnel including psychologists, related services providers, and paraprofessionals.

#2. The cognitive and academic demands for the Fifth Grade ELLs who are nearing middle school are increased. The ESL teacher plans instruction and provides support to classroom teachers that will work best for the ELLs. It is essential that not only reading for information and understanding along with reading for critical analysis and evaluation be developed. Opportunities for writing for different purposes that call for appropriate vocabulary and proper mechanics are given. Reading and writing in various genres and the content areas are fine-tuned. Test-taking skills are developed.

The school leadership and guidance counselor plan actions, with the cooperation of te Paraent Coordinator and teachers to hold assesblies to support all students, including ELL students, in their transition from elementary to middle school. Assesblies are held to watch video about the middle schools in our area, as well as to conduct a questions/answers session in regard to any concerns they may have. Students also attend Open Houses organized by the Middle Schools and complete Middle School Choice Applications to select schools, based on their interest. Guidance counselors work closely with the students and their parents in order to choose an appropriate middle school for their child and to help with transitioning.

#3. A survey will be made among the new teachers to find out how many of them will be needing the mandated ESL training this year. After determining the number of teachers and the number of hours they need to complete the requirement, a schedule for the in-house training will be drafted. Arrangement with the ELL Compliance Officer or the Network ELL Support Specialist will be made for invited presenters who will conduct the session during the Chancellor's Staff Development Day in June. The teachers are encouraged to take it

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

#1. Paste response to questions 1-3 here

#1. The ESL teacher attends training, workshops and seminars conducted by BETAC or recommended sessions by the Office of the English Language Learners to keep her abreast of the recent approaches, innovations in ESL instruction, new state standards, and hone her teaching skills. Of late, she received SIOP training in collaboration with Fordham University. Strategies learned are passed on to classroom teachers who work with ELLs as needed during curriculum planning time, Grade Level or Inquiry Team meetings.

Classroom teachers, as well as paraprofessionals, are given formal and informal training as to the nature of working with ELLs. This is accomplished through grade level meetings, individual conferencing and articulation with teachers, and designated workshop days and attending courses or seminars to complete the required 7.5 hours of ESL training. Teachers are made aware of testing modifications and promotional criteria for ELLs. Secretaries and Parent Coordinator also receive professional development regarding their special role in assisting ELLs and their parents.

Schedule of upcoming professional development days to be conducted by the Office of English Language Learners, Children First Network, or Bilingual Education Technical Assistance Center (BETAC) are posted in a conspicuous place or attached to principal's memo, and made available to all personnel including psychologists, related services providers, and paraprofessionals.

Paste response to questions 1-3 here

#1. The ESL teacher attends training, workshops and seminars conducted by BETAC or recommended se

Classroom teachers, as well as paraprofessionals, are given formal and informal training as to the nature of working with ELLs. This is accomplished through grade level meetings, individual conferencing and articulation with teachers, and designated workshop days and attending courses or seminars to complete the required 7.5 hours of ESL training. Teachers are made aware of testing modifications and promotional criteria for ELLs. Secretaries and Parent Coordinator also receive professional development regarding their special role in assisting ELLs and their parents.

Schedule of upcoming professional development days to be conducted by the Office of English Language Learners, Children First Network, or Bilingual Education Technical Assistance Center (BETAC) are posted in a conspicuous place or attached to principal's memo, and made available to all personnel including psychologists, related services providers, and paraprofessionals.

#2. The cognitive and academic demands for the Fifth Grade ELLs who are nearing middle school are increased. The ESL teacher plans instruction and provides support to classroom teachers that will work best for the ELLs. It is essential that not only reading for information and understanding along with reading for critical analysis and evaluation be developed. Opportunities for writing for different purposes that call for appropriate vocabulary and proper mechanics are given. Reading and writing in various genres and the content areas are fine-tuned. Test-taking skills are developed.

The school leadership and guidance counselor plan actions, with the cooperation of the Parent Coordinator and teachers to hold assemblies to support all students, including ELL students, in their transition from elementary to middle school. Assemblies are held to watch video about the middle schools in our area, as well as to conduct a questions/answers session in regard to any concerns they may have. Students also attend Open Houses organized by the Middle Schools and complete Middle School Choice Applications to select schools, based on their interest. Guidance counselors work closely with the students and their parents in order to choose an appropriate middle school for their child and to help with transitioning.

#3. A survey will be made among the new teachers to find out how many of them will be needing the mandated ESL training this year. After determining the number of teachers and the number of hours they need to complete the requirement, a schedule for the in-house training will be drafted. Arrangement with the ELL Compliance Officer or the Network ELL Support Specialist will be made for invited presenters who will conduct the session during the Chancellor's Staff Development Day in June. The teachers are encouraged to take it upon themselves to avail of the OELL recommended training sessions outside of the building. Courses are posted in the school's Disney Dispatcher regularly to keep them informed. Record of such conducted sessions and teacher attendance will be maintained in the teacher's file. Professional reading materials and videos on ESL methodologies are available to teachers as well.

## 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?

## E. Parental Involvement

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

Paste response Paste response to questions 1-4 here

#1. Parental involvement is very crucial. Parental involvement includes a wide range, but generally refers to parents' and family members' use and investment in their children's schooling with the support of the Parent Coordinator. These investments can take place in or outside of school, with the intention of improving the ELLs' learning

Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Spanish books are available in the ESL classroom library and students and parents are welcome to borrow. Websites are provided for parent use with their children (i.e. Dial a Teacher.)

Involvement at school include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events. At the ESL Orientation in September parents are provided information on the ELL program, and the different services and support that are available at P.S.160. The Parent Coordinator encourages parents to participate in the following:

- \* Parent Association
- \* School Leadership Team
- \* I.E.P. Conferences
- \* Parent-Teacher Conferences
- \* Parents' Meetings and Workshops( conducted by the parent coordinator or Literacy /Math coaches)
- \* ESL Parent Orientation
- \* Family Day
- \* Barbeque Day and Field Day
- \* Assembly programs (Multicultural Dances and Musicale)
- \* Parents Volunteer Team for lunch times
- \* Fundraising

#2. P.S. 160 has secured partnership that provides workshops to the school community, including services to ELL parents. These are:

- \* Bronx Health Link
- \* Learning Leaders
- \* UFT Dial-a-Teacher
- \* JAFa Grandparent Connection
- \* Juvenile Diabetes Foundation
- \* New York Life and Primerica for financial planning

#3. The needs of the parents are evaluated in various ways:

- \* Dialogue between the parent, parent coordinator, and the ESL teacher to get feedback in which areas parents feel their children need help, while at the same time giving insight on how parents can be helped. Adult programs that offer English language instruction are also offered.
- \* Parents of ELLs are not excluded from Parent Monthly Roundtable. They are encouraged to attend and if necessary, a language interpreter is made available to listen to their concerns and issues.
- \* Parent-Teacher Conferences are held periodically and parents are allowed to explore the ESL classroom library where they may borrow books.
- \* Informational flyers from D.O.E. and our school are distributed addressing how the school can be of assistance in helping the parents. Some are available in different languages to best convey the message to non-English speaking parents.

#4. On a school-wide basis P.S. 160 addresses the needs of all parents through the data received from parents' responses to school's outreach, such as, the Learning Environment Surveys, Parent Roundtable, etc. Then the school offers workshops and resources that help empower parents in the area of need. This is done through various organizations, such as, Learning Leaders, our network provider, Fordham University, in-house facilitators, OEM Preparedness, Westchester Square Medical Center, and Resources for Children with Special Needs, JASA Grandparent Connection, and workshops facilitated by the Parent Coordinator. Each workshop is chosen to provide parents with information and resources for necessary skills. Where needed, a language interpreter is made available to questions 1-4 here

## E. Parental Involvement

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

Paste response Paste response to questions 1-4 here

#1. Parental involvement is very crucial. Parental involvement includes a wide range, but generally refers to parents' and family members' use and investment in their children's schooling with the support of the Parent Coordinator. These investments can take place in or outside of school, with the intention of improving the ELLs' learning

Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Spanish books are available in the ESL classroom library and students and parents are welcome to borrow. Websites are provided for parent use with their children (i.e. Dial a Teacher.)

Involvement at school include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events. At the ESL Orientation in September parents are provided information on the ELL program, and the different services and support that are available at P.S.160. The Parent Coordinator encourages parents to participate in the following:

- \* Parent Association
- \* School Leadership Team
- \* I.E.P. Conferences
- \* Parent-Teacher Conferences
- \* Parents' Meetings and Workshops( conducted by the parent coordinator or Literacy /Math coaches)
- \* ESL Parent Orientation
- \* Family Day
- \* Barbeque Day and Field Day
- \* Assembly programs (Multicultural Dances and Musicales)
- \* Parents Volunteer Team for lunch times
- \* Fundraising

#2. P.S. 160 has secured partnership that provides workshops to the school community, including services to ELL parents. These are:

- \* Bronx Health Link
- \* Learning Leaders
- \* UFT Dial-a-Teacher
- \* Jafa Grandparent Connection
- \* Juvenile Diabetes Foundation
- \* New York Life and Primerica for financial planning

#3. The needs of the parents are evaluated in various ways:

- \* Dialogue between the parent, parent coordinator, and the ESL teacher to get feedback in which areas parents feel their children need help, while at the same time giving insight on how parents can be helped. Adult programs that offer English language instruction are also offered.
- \* Parents of ELLs are not excluded from Parent Monthly Roundtable. They are encouraged to attend and if necessary, a language interpreter is made available to listen to their concerns and issues.
- \* Parent-Teacher Conferences are held periodically and parents are allowed to explore the ESL classroom library where they may borrow books.
- \* Informational flyers from D.O.E. and our school are distributed addressing how the school can be of assistance in helping the parents. Some are available in different languages to best convey the message to non-English speaking parents.

#4. On a school-wide basis P.S. 160 addresses the needs of all parents through the data received from parents' responses to school's outreach, such as, the Learning Environment Surveys, Parent Roundtable, etc. Then the school offers workshops and resources that help empower parents in the area of need. This is done through various organizations, such as, Learning Leaders, our network provider, Fordham University, in-house facilitators, OEM Preparedness, Westchester Square Medical Center, and Resources for Children with Special Needs, JASA Grandparent Connection, and workshops facilitated by the Parent Coordinator. Each workshop is chosen to provide parents with information and resources for necessary skills. Where needed, a language interpreter is made available to questions 1-4 here

# 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)	3	2	1	4	2	2								14
Intermediate(I)	0	0	3	2	3	2								10
Advanced (A)	0	2	2	2	1	1								8
Total	3	4	6	8	6	5	0	0	0	0	0	0	0	32

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1			2
4	1				1
5	1				1
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		1						2
4	1		1						2

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

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

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

**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							
Chinese Reading Test								

## 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.

Paste response to questions 1-6 here

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

#2. Based on the NYSESLAT 2011, gains significantly increased that moved up most of the ELLs one proficiency level across the grades 1-5, as compared to last year's.

Two Kindergarten students who were at the Beginning level (as obtained from LAB-R in the Fall 2010) remain in the same level, considering both ELLs are severely developmentally delayed physically and cognitively.. The vision impaired ELLs in Grades 2 and 4 also did not show improvement. Although both did well in the Listening and Speaking modalities, their Reading and Writing were not developed. Both students are struggling readers and writers and just learning to do Braille. Three students on alternate assessment (NYSAA) in Grades 3-5 remained in the Beginning level, and one in Gr. 3 moved up to Intermediate.

#3. The results of NYESLAT 2011, reading and writing will affect instructional decisions. The results of the recent test call for proper planning and employing reading comprehension strategies and thorough development of writing for school year 2011-2012. The reading/writing modalities should include vocabulary enrichment. A review of the NYSESLAT results for General and Special Education students reveal that reading and writing should be further developed. Guided reading instruction is an important component to assist students in building their reading skills. Modeled writing and conferring with students will assist them to build skills in organizing content and improving mechanics. Differentiated instruction will allow the ESL teacher to individualize instruction based on assessed needs. Individual student progress will be assessed every six weeks and adjustment made to instruction based on the analysis of those assessments. ESL Goals for each grade and individual students are established at the beginning of the year and updated regularly.

#4. A. A newly arrived student in the 4th Grade took the Spanish version of the NYS tests in Math and Science and scored Level 2 in Math and Level 3 in Science.

B. The School Data Specialist gives out the results and indicative performance of ELLs who took the interim tests to the ESL teacher and discusses there significance. The results of the Periodic Assessment are particularly useful to the classroom teacher and ESL teacher. Results help drive instruction and focus for helping the students in their weaknesses or deficiencies such as listening to directions and

## Additional Information

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

Paste additional information here

\* No additional information here.

## Part VI: LAP Assurances

**School Name:** The Walt Disney School

**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lori Baker	Principal		11/30/01
Rraime Semaj	Assistant Principal		11/30/01
Kwafi Gray	Parent Coordinator		11/30/01
Charito Horschig	ESL Teacher		11/30/01
	Parent		
Katherine Atiles	Teacher/Subject Area		11/30/01
	Teacher/Subject Area		
Daniela Rocco	Coach		11/30/01
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: \_\_\_\_\_ School Name: **The Walt Disney School**

Cluster: \_\_\_\_\_ Network:

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

**Part A: Needs Assessment Findings**

---

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

Assessing the parents' needs for the type of communication that will help them have an access to information about their child's education is vital to P.S. 160. Our school begins by looking into the preferred languages of the parents in which they want school information/letters should be provided to them from the following:

- 1) Home Language Survey Forms they completed at registration
- 2) Emergency Cards
- 3) NYC DOE Parent's Language Preferred Form sent out to English language learners

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.

Based on the above-mentioned records, it was revealed that approximately:

- 70% prefers information materials, notices or letters provided to parents in English only
- 20% prefers English and Spanish
- 10% in Spanish

The school administrators, personnel, and every classroom teacher are made aware of these written and oral interpretation needs of the parents and cater to their request whenever information materials, notices, letters are sent out, or even providing for interpretation with the help of the school personnel who speaks any of the 8 covered languages: Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish and Urdu. Spanish is predominantly the language spoken by limited English-speaking parents of P.S. 160 and this does not create a problem since a good number of school personnel speak the language and are able to provide written communication.

## Part B: Strategies and Activities

---

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

In addition to the information materials that are centrally prepared by the Translation and Interpretation Unit and made available in the 8 covered languages, P.S. 160 ensures timely delivery of other written information vital to parents by sending out important materials translated in-house by school staff or parent volunteer. As much as possible, these written translations are made parent friendly. There is no need for an outside vendor. If a written translation is not readily available, a cover letter or notice on the face of the English document indicates to the parents how they can request translation or interpretation of such document. Written in their preferred language, parents are instructed to obtain translation services that are available for downloading on the DOE's Translation ResourcesPage. Signage in multilingual posters providing instructions on where to obtain written translation and interpretation service are printed and also posted in conspicuous locations in the school building.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

School staff and parent volunteers will be used as oral interpreters to render spoken communication between parent and school during parent meetings and workshops. CDs in various languages that provide orientation to parents of newly enrolled English language learners will be made available at the session, and by telling parents to download from DOE website. Requests for oral interpretation may be made by our school from the Translation and Intervention Unit only when the school event falls within the type of events covered, or obtain from an outside vendor when language is not among the 8 covered languages.

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

P.S. 160 will provide timely translation and distribution of critical communication including: registration and selection, standard and performance, conduct and discipline, safety and health, placement in Special Education or English Language Learner's academic program, transfer and discharges. The school will provide interpretation service on-site and over-the-phone by available school personnel during regular business hours.

P.S. 160 will provide parents with written notifications of their right regarding translation and interpretation in the appropriate language and instructions on how to obtain such services.

P.S. 160 will post a conspicuous location near the primary entrance, a sign indicating the school's administrative offices where a copy of written notification about language assistance services can be obtained.

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