



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: P.S. 160 THE WALT DISNEY SCHOOL

DBN: 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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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>)	
	CBO Representative, if applicable	
Patricia Currier	Member/UFT	
Fran DellaCava	Member/UFT	
Morning DeBruin	Member/Parent	
Lynda Nelson	Member/Parent	
Chinyere Okafor	Member/Parent	
Melissa Eng	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Major Recommendation

Page 5, Quality Review Report 2012-2013

- Refine the use of a research-based framework for evaluating teacher practice to insure alignment of professional development activities with goals for improved teacher development.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, we will refine the use of the research based formal observation protocol used by the school administrative team to evaluate instruction and articulate clear next steps for teacher practice.

- The school Administrative Team will conduct 2 formal observations and 6 informal observations for each teacher using a research based rubric to provide meaningful and timely feedback.

Instructional strategies/activities

September: The school administrative team will continue to create and implement a protocol and schedule for teacher informal and formal observations to evaluate and provide feedback using a research based rubric.

November – April: Individual Professional Development plans will continue to be created for each teacher by school administrative team. This will be achieved in part by utilizing the information learned from the informal and formal observation process.

December – February: Teachers will meet with the school administrative team for informal “Let’s Talk” meetings that focus on student data and teacher professional development needs.

September – June: New teachers and teachers new to P.S. 160 will receive weekly instructional support and feedback from school based mentors and/or instructional leads.

September – June: The school administrative team will provide teachers with ongoing instructional areas of need.

November and April: Teacher Professional Development Self-Assessments/Surveys will be given to teachers to complete two times a year.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Fiscal and human resources will be maintained using the OTPS budget categories selected above to purchase and/or maintain the following:
 - Teachscape System
 - Professional Development through the Fordham PSO

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Major Recommendation

Page 4, Quality Review Report 2010 – 2011

- Continue to develop coherence and alignment in the school’s curricula with state standards in order to support effective teacher practice.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

___ 3.2 Enacted curriculum

X 3.4 Teacher collaboration

___ 3.3 Units and lesson plans

X 3.5 Use of data and action planning

Annual Goal #2

By June 2013, Teacher Teams will strengthen across subjects, the alignment of the curriculum and academic tasks to the Common Core Standards.

- Building from last year, teachers will develop 4 Common Core aligned units of study that will require students to deepen their conceptual understanding and strengthen their ability to use textual evidence in writing and discussion.

Instructional strategies/activities

September – February: Teachers with the assistance from the Instructional Leads will collaboratively create 4 units of study that will incorporate the Common Core Standards. Two in mathematics and two aligned to the literacy standards in ELA, social studies and/or science that include copies of performance tasks, rubrics, and student work.

September – June: Teacher Teams and Data Specialist will meet the second week of every month for inquiry to use a protocol to assess student work products for evidence that students are deepening their conceptual ability to use textual evidence in written discussion.

September – June: The Engrade online grade book will contain the score given to each student for the completion of the instructional tasks. The score will be based on the established common rubric within the Common Core aligned unit of study.

September – June: As a result of a School Based Option Vote, Teacher Teams will meet every Thursday from 2:40 p.m. – 3:30 p.m. for Inquiry.

September – June: Professional Development in the area of aligning curriculum and academic tasks to the Common Core standards will be provided at the school level by the instructional leads and Coach as well as at the Network level by team members.

February - April: Targeted students identified by the teacher teams will be provided additional support by the Learn It System Saturday Program. Information gained from the Parent Progress reports will be used to evaluate the program.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- The above fiscal resources will be used to purchase and/or maintain the following:
 - The Engrade On-line Grade Book
 - School Data Specialist
 - Instructional Leads (3)
 - Coach
 - Professional Development provided by the Fordham PSO

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

Major Recommendation

Page 5, Quality Review Report 2012 – 2013

- Improve the alignment of teaching practices with the school's beliefs about how students learn best to maximize student thinking and participation in learning tasks.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 4.2 Instructional Practices and strategies

 4.4 Classroom environment and culture

 4.3 Comprehensive plans for teaching

 4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, teacher effectiveness will be strengthened by continuing to develop the common language and understanding of quality teacher by deepening the teachers' knowledge in the following competencies:

- Designing coherent instruction
- Using questioning and discussion techniques
- Using assessment in instruction
- The Administrative Team will use a structured protocol with teachers in which formative classroom observations instructional plans and artifacts will be reviewed using a research based rubric to determine the quality of instruction in the classroom.

Instructional strategies/activities

November - April: Teachers will participate in a Professional Development Self-Assessment Survey

September – June: The Administrative Team will implement a schedule for formative classroom observations.

September – June: Teacher feedback will be established by utilizing a research based rubric.

September – June: Teachers will analyze student work and progress to adjust the curriculum when needed.

September – June: Teachers will model as well as provide time and opportunities during mini lessons and cooperative learning times for students to strengthen questioning and discussion techniques.

February – June: Teachers will be provided with additional instructional strategies and classroom materials through Wilson Language Training.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Fiscal and human resources will be utilized to maintain and support the following:
 - Professional Development provided by the Fordham PSO
 - Professional Development provided by the school level Coach and instructional leads.
 - Wilson Language Training and materials. Evaluation of the effectiveness of the expenditure will be determined based on teacher observations by the Administrative Team.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

Major Recommendation

Page 12, 2011 – 2012 NYC School Survey

- **Safety and Respect:** Students in my school are often threatened or bullied.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

By June 2013, school safety and respect will continue to improve by further developing a positive, collaborative classroom and school culture conducive to academic achievement.

- School staff will continue the development of schoolwide rules and expectations supported through PBIS.

Instructional strategies/activities

September – June: School staff will continue the development of schoolwide rules and expectations supported through PBIS. The PBIS team will meet to review and revise where needed schoolwide rules, expectations, lessons and activities.

September – June: School leaders will reinforce school rules and expectations throughout the school year.

September – June: The school community will participate in School Spirit week on a monthly basis.

September – June: Students will be taught character education lessons, called “Cool Tools” during the designated PBIS period weekly on Fridays.

September - June: Students experiencing behavior difficulties will participate in a Tier II PBIS intervention called “Check In and Check Out.” These students will meet twice daily with a member of the school staff. During their meetings they will discuss how the student conducted him/herself during each of the 7 periods of the day. The conduct for each period is recorded on the student’s “Check in/Check out sheet.” The sheet is sent home on a daily basis to be shared with the student’s parents.

September – June: During Morning Routines and in large group morning arrival, students will begin the day by reciting the 3 Bee’s of P.S. 160/”Be Respectful, Be Responsible, Be Tolerant.”

September – June: Students will have the opportunity to earn “Bee Bucks” for following the 3 Bees of P.S. 160. The earned Bee Bucks will be used to purchase items from the school store.

January – June: At Risk boys will be invited to participate in a “Boys Club.” The boys club will be facilitated by the school’s male guidance counselors. The boys club will meet once a month and will participate in monthly social activities inside and outside the school building.

December – June: Boys and girls in grade 3- 5 within the school community will have the opportunity to participate in playing on the school basketball team. Student participants will understand that exemplary behavior within the school community is non negotiable for participation.

January – June: Students that have previously exhibited difficulties have the opportunity to be recognized for improved behavior through the “Five Alive Club.”

These students will receive public recognition for their improvements.

September – June: Parents will be made aware of the PBIS system through parent meetings and parent newsletters.

September – June: Parents will be made aware of the P.S. 160 Parent Compact. They will be asked to sign it along with their child.

November – April: A total of 32 hours of per session for teachers and paraprofessionals.

November – April: Struggling students in the lowest 3rd will be provided academic support on Mondays through the Academic Intervention Afterschool Program.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Fiscal and human resources will be utilized to maintain and support the following:

- PBIS – Positive Behavior and Intervention Supports incentives
- Positive Intervention Teacher
- At-Risk Guidance Counselor
- Parent Coordinator

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

Page 6, NYC School Survey

- To continue to increase opportunities for parents to be involved in their child’s education, as well as, helping parents understand what they can do to support their child’s learning needs.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- | | |
|--|--|
| <input type="checkbox"/> 6.2 Welcoming environment | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 6.5. Use of data and families |

Annual Goal #5

To continue to improve parent engagement by developing a shared belief with parents of the importance of their role in the school community.

- There will be an increase of 6% more parents responding on the NYC School Survey that they are very satisfied with their opportunities to be involved in their child’s education compared to 39% during the 2011-2012 school year.

Strategies to increase parental involvement and engagement

September: Parents will participate in Curriculum Week in the beginning of the school year.

September – June: Parents will participate in monthly parent roundtable discussions with school staff and administration.

September and March: Parents will participate in a school learning Walk to learn about the school curriculum, as well as, student instructional expectations.

September – June: Parents will be encouraged to participate in monthly PTA meetings.

September – June: Parents will be invited to participate in parent workshops to keep them current on the academic expectations and requirements for their child.

September – June: Parent representatives will be active members of the School Leadership Team. They will share the information discussed during the monthly PTA meetings.

September – June: Parents will receive communication from their child’s teacher through bi-weekly progress reports.

September – June: The Engrade gradebook system will generate reports that will be available to parents to keep them abreast of their child’s academic progress.

September – June: Parents will be provided with monthly parent newsletters specific to the grade of their child and from the Parent Coordinator.

September – June: Parents will be made aware of school events through the Global Connect Phone System.

September: Parents will complete a document titled Parent-Teacher Connection that will help facilitate reciprocal communication between the home and school.

September: Parents will be given a Family Questionnaire to complete that will assist the school in gaining helpful information on how we can best meet the needs of our students.

September – June: Parent volunteers will participate in the Learning Leaders Program as support to the total school program.
September – June: Parents will have access to ARIS to view the assessment scores of their child.

September – June: Parents will have access to the P.S. 160 E-Chalk website. The website will contain all school updates.

November and March: Parents will be invited to attend Parent-Teacher Conferences to discuss the progress of the child with their child's teacher.

November, March and June: Parents will receive individual student report cards that will inform them of the progress of their child.

November – June: Parents will be encouraged to participate in the NYC Parent Academy. The academy will strengthen parent involvement and enhance partnerships within the school community to support student achievement.

December – January: Parents will be given the opportunity to participate in English as a Second Language Program for parents.

January: Parents will be encouraged to complete a school created survey to provide the school with valuable feedback for improvement and next steps.

March: Parents will be encouraged to complete the NYC School Survey to provide the school with valuable feedback for improvement and next steps.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Priority and Focus
 School/1% set aside _____

Service and program coordination

- The above fiscal resources will be used to purchase and maintain the following:
 - The Engrade Online Gradebook to provide parents with access to student progress.
 - Professional development for parents to improve engagement.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Simple Solutions, Kaplan, Kaplan Test Companion, Progress Coach, Triumphs, NYS Coach, i-Ready	Small group and one to one Differentiated instruction	During the school day and 37 ½ minute extended time session Monday Afterschool Program
Mathematics	Simple Solutions, Kaplan, Kaplan Test Companion, Progress Coach, Triumphs, NYS Coach, i-Ready	Small group and one to one Differentiated instruction	During the school day and 37 ½ minute extended time session Monday Afterschool Program
Science	Simple Solutions	Small group and one to one Differentiated instruction	During the school day and 37 ½ minute extended time session
Social Studies	Simple Solutions, Kaplan, Kaplan Test Companion, Progress Coach, Triumphs, NYS Coach	Small group and one to one Differentiated instruction	During the school day and 37 ½ minute extended time session
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Strategies: Developing self management and self monitoring skills. Also, personal and social issues are addressed such as conflict, death, divorce, anger management, problem solving skills, self esteem and self discipline.		

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In May, preference sheets are distributed to all members of the teaching staff. On the sheet there is a question that asks teachers if they will be returning in September. If a teacher indicates that he or she will not be returning, the school will begin the recruitment process in the months before the conclusion of the school year. Possible candidate resumes are obtained through assistance from the Fordham PSO's Human Resources Director and the Open Market System. Once possible candidate's resumes are selected for interviews, the school's hiring committee convenes to conduct the interviews. The hiring team consists of teachers and the administrative team. Possible candidates must possess the following in order to be interviewed:

- A bachelor's degree from a four year institution
- A valid NYS Certificate for the vacancy

Once candidates are interviewed, the hiring committee then selects the candidates that they would like to conduct a demonstration lesson.

The lesson is conducted in a class on the grade level of the vacancy. The hiring committee will then make a selection based on the initial interview performance and the demonstration lesson performance.

Once hired new teachers (new to teaching and new to the school) are each given an in house mentor. New teachers are required to meet with their mentors on a weekly basis. New teachers are also provided with professional development on all instructional priorities.

Annually, the BEDS Survey is reviewed. If a teacher is found to not be highly qualified, the teacher will be required to consider the Conversion Program where teachers certified in a non-shortage area subject can obtain certification in a shortage area subject. They will also be encouraged to take the HOUSSSE.

Teacher retention is achieved through feedback from the observation process. The feedback will serve as a guide to assist in providing targeted professional development that lead to instructional improvements.

P.S. 160
The Walt Disney School
Ms. Lori Baker-Armond, Principal
Ms. Laverne Burrowes, Asst. Principal
Ms. Kwafi Gray, Parent Coordinator

School Parent Involvement Policy-

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

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

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

- 1) Planning, implementing, assessing, and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance.
- 2) Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities.
- 3) Encouraging parental involvement in the planning stages of parental programs by involving parents in the planning, review, improvement and revision of educational programs that strengthen learning at home.
- 4) Informing and explaining to parents the Common Core Learning Standards students are expected to meet; how students' progress is measured, as well as provide information regarding the Common Core Standards curriculum currently in use at the school.
- 5) Informing and providing the parents with any training and materials available for them to help them work with their children.
- 6) Informing parents of any resources, such as transportation and child care, which may be available in order to allow them to attend and participate in school events.
- 7) Informing them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, whenever possible.
- 8) Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, and responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

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

- 1) By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions, and offer approval or rejection of proposed programs and policies. These shall include the following meetings:
 - a. Monthly meetings of the general PTA membership
 - b. Monthly meetings of the School Leadership Team
 - c. Meetings of any standing PTA committees
 - d. Meetings of any parental action committees as formed in accordance with PTA bylaws

- e. Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs such as: Our Monthly Parent Roundtable Meetings and workshops.
- 2) By establishing various forms of clear and consistent communication with the parents, through the distribution of flyers, the Parent 411 Newsletter, The Walt Disney website, Parent Handbook and the Global Connect Messenger system, parents will be encouraged regularly to partake in discussions about school programs, students' academic progress and behavior management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through:
 - a. Regular attendance of parent-teacher conferences;
 - b. Reports to parents on their child's progress, e.g. Bi-weekly progress reports
 - c. Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities; e.g. Learning Leaders (volunteer opportunities), Learning Walks (fall & spring), and Parental Workshops etc.
 - 3) By providing to the parents alternate means of communicating their concerns and suggestions, including but not limited to:
 - a. Parent/Teacher Connection Questionnaire
 - b. An open door policy to the Parent Coordinator, Principal, and Assistant Principals e.g. Monthly Parent Roundtable meetings.
 - 4) By providing technical support, training, professional development, especially in developing leadership skills through partnerships with organizations like Learning Leaders, CRSN, as well as our own in house instructional leads within the building. Working in tandem with them to provide workshops in literacy, Common Core Standards, NYS ELA & Math Test prep, understanding educational accountability grade curriculum and assessment expectations and training to build parents' capacity to help their children at home.
 - 5) By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School-Compact component.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

P.S. 160
The Walt Disney School
Ms. Lori Baker-Armond, Principal
 Ms. Laverne Burrowes, Asst. Principal
 Ms. Kwafi Gray, Parent Coordinator

School-Parent Compact

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with the Common Core Learning 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
- 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 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

The Parent/Guardian Agrees To:

- Discuss the Discipline Code and the Bill of Rights and Responsibilities with my child.
- Discuss P.S. 160's PBIS Positive Behavior Expectations.
- Show respect for my child, his/her teacher and the school.
- Participate in parent conferences, class programs and other activities in which my child is involved.
- Support and model positive attitudes towards school and learning (by showing interest in my child's education by attending at least 3 workshops and /or PTA meetings not including the bi-annual Parent Teacher Conference , reading and limiting my own TV viewing etc.)
- Assure that my child arrives to school on time every day in uniform and prepared with the required supplies to work. Keep an open dialogue with my child about his/her school activities each day.
- Provide a quiet space for my child to do his/her homework while providing the necessary supplies to complete his/her assignments.
- Ensure that my child will complete all: daily homework assignments, monthly reports and all science & social studies projects on time.
- Communicate regularly with my child's teacher and make sure I am advised of all academic & behavioral expectations my child is responsible for meeting. Be responsible for reviewing and signing all communication that is sent home with my child e.g. Weekly progress reports and all notices.
- Make sure my child observes school rules within the classroom and the entire building that are set by his/her teacher, the principal and the Dept. of Education.
- Be available to assist my child by: Checking his/her book bag and homework folder daily, reviewing completed assignments, notices, all school information that is sent home, seeking out opportunities to volunteer, support the school in developing positive behaviors and implementing school policies & procedures.
- Read to my child and encourage him/her to read independently daily, also monitoring my child's TV viewing, video game and online activities. Ensure that they receive adequate and appropriate nutrition and sleep daily.
- **Provide the school with current/active telephone numbers and emergency contact information. Notify the school's office of any changes in address or contact information immediately.**
- Alert the school if there are any significant changes in my child's health or well being that may affect his/her ability to perform in school.

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

The Student Agrees To:

- Demonstrate the 3B's of P.S. 160: 1) Be Respectful, 2) Be Tolerant, 3) Be Responsible through positive behavior and following the positive expectations of the school at all times while continuing these principles at home and outside in the community.
- Come to school daily, dressed in uniform, on time and prepared to work with all required supplies.
- Believe that I can and will learn.
- Always do my best in my work and my behavior.
- Complete and return all assignments on time.
- Participate and ask questions if I do not understand school or homework assignments.
- Take pride in my work and read at least 30 minutes daily outside of school.
- Give to my parents/guardians all notices and information received by me from my school everyday.

Tear Off

Please sign and return to school by Dec. 19, 2012.

I have received a copy of the **Discipline Code, Bill of Students Rights and Responsibilities, and the P.S. 160 PBIS Positive Behavior Expectations** and understand the behavior that is required of my child. I understand that my participation in my child's education will help him/her to be successful in school. I have read this agreement and I will carry out the responsibilities listed above to the best of my ability.

I am aware that participation in any of the extracurricular activities, PBIS incentive programs, and 5th Grade senior activities are contingent upon the agreement of parental involvement and student commitment to the guidelines outlined in this Parent Involvement Policy and Parent Compact; understanding that any student who does not show adequate respect of the policies of P.S. 160 will not be allowed to participate in any of the events listed above.

Parent/ Guardian's Signature

Date

Students Signature

Date

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Principal Lori Baker	Assistant Principal Rraine Semaj
Coach Daniela Rocco	Coach type here
ESL Teacher Charito Horschig	Guidance Counselor type here
Teacher/Subject Area Katherine Atilas (Data Sp.)	Parent type here
Teacher/Subject Area type here	Parent Coordinator Kwafi Gray
Related Service Provider type here	Other type here
Network Leader type here	Other type here

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	1	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	399	Total Number of ELLs	30	ELLs as share of total student population (%)	7.52%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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 and form of instruction, how to exit from the program by passing the NYSESLAT given in the spring, and how parents may participate in the child's education. Most importantly, the parents are emphatically explained the language programs available in the whole NYC and their right of choice of what's best for their child. 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.

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 <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): N/A
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	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
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

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
TOTAL	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.

To maximize time spent with non-disabled peers who exhibit differing needs and strengths, the ESL teacher is encouraged to use student performance data from interim assessments to plan instruction and differentiate learning and teaching. The ESL teacher plans with general ed teachers to ensure curricular alignment and target grade-level standards. Academic content area instruction is taught using ESL strategies.

Programming and Scheduling Information Questions 1-7 end here

Courses Taught in Languages Other than English [i](#)

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A		
Social Studies:	N/A		
Math:	N/A		
Science:	N/A		

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

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

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

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

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)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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
- * Finish Line in ELA/READING - Continental Press
- * Fiction/Nonfiction class libraries

B. Mathematics:

- * Finish Line in MATH - Continental Press
- * Math May to May - Continental Press

C. Social Studies:

- * Social Studies Coach
- * Newbridge Discovery Links

Title III gave an allocated amount in April 2011 for books and materials that our school purchased for ELLs including software for reading and vocabulary games.

Also included in the ESL classroom library are books in Spanish in the different genres that portray a wide variety of cultural experience and ethnic backgrounds. They are mostly used for guided reading and independent reading. These are specially helpful in supporting student's native language. They are also available on loan for students to take home .

#14. Native language support is essential to newly arrived students. New arrivals who have little to no English are placed in monolingual classes with Spanish-speaking support. This helps the students feel comfortable in the new setting and are given support in the native language. Gradually, this support is reduced. A non-threatening learning environment is created for oral communication. Speaking and reading will lead to reading and writing. The classroom teacher and the ESL teacher articulate with each other to plan instruction to enable the new students make content comprehensible and to monitor progress.

#15. Required services support and resources correspond to ELLs' ages and grade levels.

Required services support and resources correspond to ELLs' ages and grade levels. Related services , such as Physical Therapy, Occupational Therapy, Adapted Physical Education, Speech, and Guidance that are required of ELLs in Special Ed design instruction and activities suited to their ages and grade levels. The After school program and SETTS provide supplementary instruction and intervention that are age and grade-appropriate to meet their educational needs. Resources and materials used correspond to ELLs' age and grade levels. Differentiated instruction is also employed to best support the ELLs.

#16. None

#17. NO language electives are offered to ELLs at P.S. 160.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

* NOT Applicable to P.S. 160.

D. Professional Development and Support for School Staff

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

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?
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

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					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	1		1						2
4	1		1						2
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 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 listening to answer questions from a story passage read. In the past couple of years, the X-coded students and those on Alternate Assessment derived experience from taking the optional Periodic Assessments and prepared them for the NYSESLAT. To include them again in the Periodic Assessment this year will be beneficial to them.

C. The school learns to modify instruction to meet the needs of all ELLs from the Periodic Assessments. These tests mirror New York State tests and help predict the students' Performance Level. Acuity tests in ELA for Grades 3 to 5 uncover the needs of ELLs in further developing language proficiencies. Periodic Assessment in Math suggests the need for ELLs to focus on key vocabulary and math terminology to understand word problems.

#5. NOT APPLICABLE to P.S. 160

#6. #6. The success of the ESL Program for ELLs is evaluated by examining and interpreting the results of the NYS standardized tests taken by students who are scoring 3 and 4 in ELA and Math, and ELLs making at least one year's progress. Evaluating the success of the ESL program is made by looking closely at those ELLs who in the previous year were scoring on 1 and now have advanced to 2 or higher. Success in the NYSESLAT is measured by the student moving one proficiency level on the NYSESLAT exam and making progress in all the modalities. Upon close observation, if it is revealed that ELLs have transitioned from having basic interpersonal communication skills to having acquired cognitive academic language proficiency, then truly ELLs made a mark.

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

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

Additional Information

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

Paste additional information here

* 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
Rraine 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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 160 - The Walt Disney Sch	DBN: 11X160
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 27
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: 1 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: This year, P.S. 160 has a Freestanding ESL and instruction is provided to 27 English Language Learners from Kindergarten to Fifth Grade in both General and Special Education by a licensed ESL teacher, Ms. Charito Horschig. ELLs in Grades K-5 are grouped in consideration of their grade level and level of proficiency: Beginning, Intermediate, and Advanced.

They are served with the mandated instructional units 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 recent NYSESLAT scores or the LAB-R for the new students.

Our school also provides supplemental instruction to Grades 3-5. Direct instruction activities are used to support language development, Math and Science. After School Programs are held for the purposes of improving learning in core subjects that include ELLs in Grades 3,4 and 5 and enhance their testing skills for the New York State Tests in ELA and Math to which they are not exempt from taking. Newly-arrived ELLs who will be taking the NYS Tests in Math and Science for the first time are encouraged to participate in the After School Program. ELLs who are no longer exempt from taking ELA Test continue to strengthen their proficiency in the English language. Students in Grades 1-5 who are on Level 1 in the NYS tests given in June, and in September Acuity tests are provided intervention in reading comprehension and writing skills through the Response to Intervention program (RTI). Academic Intervention Services once a week for a small group of no more than 6 students are conducted during regular school hours by cluster teachers, as well as the ESL teacher. These students who are struggling in academics are pulled out from their classes for a 45-minute academic intervention. ELLs receive this intervention beyond their mandated ESL instruction. Extended Time Sessions that are held twice a week from 2:40 to 3:30 P.M. on Tuesdays and Wednesdays also provide support in language development and Math.

ELLs are afforded equal access to after school programs. The services, support and resources correspond to ELLs' age, grade levels and academic needs. The After school program is conducted by licensed teachers.

An ESL After School Program will be opened this year starting on November 19, 2012 until May 20, 2013 for 40 sessions or 80 hours to benefit the 27 ELLs, including the newly-arrived and at-risk ELLs in Grades K-5, conducted by the certified ESL teacher. Two groups of students will be served to meet their needs:

1) K-2 ELLs will meet on Mondays for two hours from 2:40 to 4:40 P.M. starting November 19, 2012 and ending May 20, 2013 to provide them with phonics, and reading and writing foundation by incorporating the 4 components of language development: listening, speaking, reading and writing using

Part B: Direct Instruction Supplemental Program Information

ESL methodologies and Balanced Literacy that are aligned with the Common Core State Standards. Ten students from K-2 are expected to attend the 21 sessions.

2) The group of Grades 3-5 will meet on Fridays beginning November 30, 2012 and ending May 17, 2013 for two hours from 2:40 - to 4:40 P.M. for the same rationale as K-2, but more intensively to strengthen skills in speaking, reading and writing. Preparing for the NYS Standardized Tests in ELA, Math and NYESLAT will be emphasized. College readiness and aligning lesson activities with the Core State Standards and ELA/ESL Standards will be done. There will be 19 sessions in all for the participants.

Former ELLs up to 2 years after exiting ELL status are invited to participate.

The amount allocated for direct instruction of both groups of ELLs is \$3,991.20.

Instructional materials and leveled books will be purchased to support these per session activities with the allocated amount of \$ 5,208.20. Language development software will also be purchased to further assist the ELLs with the allocated amount of \$ 1,000.00. ??????????????????????

Part C: Professional Development

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

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

Begin description here: Amounts are allocated for professional development for the ESL teacher, administrative staff, and classroom teachers instructing ELL students, e.g.

QTEL: Building Base

Professional Development on LAP

NYSABE Annual Conference

SIOP

Common Core State Standards in ELA and Math: Implications to ELL

ELL Literacy Conference

Professional development is also made available to those in need of fulfilling their mandated 7 ½ hours of ESL training for completion by June 2013. Various ESL Workshops within and outside the network are offered to fulfill the requirement and teachers take the opportunities to attend, e.g.

ELLs: Understanding Cultural, Linguistics and Academic Differences

ELLs: Strategies to Improve Instruction

Part C: Professional Development

Common Core State Standards in ELA: Implications to ELLs

Ongoing events and workshops that will have a positive and lasting impact on teachers' performance in the classroom with ELLs are constantly posted by the Office of English Language Learners (OELL) to which P.S.160 teachers are encouraged to attend.

If feasible, at the Chancellor's Staff Development Day in June 2013, an ELL Support Specialist will be invited to make an hour presentation to the classroom teachers with ELLs to help enhance their ability to understand and use curricula, assessment measures, and instructional strategies for ELLs. Purchased services have a budget of \$ 1,000.00.

ESL classroom visits can be arranged with the ESL teacher at prep periods and discussion of strategies is done. Professional reading materials and videos on ESL methodologies are available for borrowing from the ESL teacher, as well.

Part D: Parental Engagement Activities

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

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

Begin description here: Parental involvement is very crucial. Involvement at school includes volunteering in the classroom, attending workshops, or attending school plays and sporting events. In addition to the mandated Orientation to Parents of ELLs in September, parent participation is also encouraged 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 Coach.

Family Day

Barbeque Day and Field Day

Assembly programs (Multicultural Dances and Musicale)

Part D: Parental Engagement Activities

Parent Volunteer Team for lunch periods

Fundraising

P.S. 160 reaches out to parents, including parents of ELLs, monthly from September to June at Parent Roundtable meetings on the 3rd Tuesday of the month for one-hour-and-a-half from 8:30-10:00 A.M. This includes informal conversations about upcoming events, specific workshops geared to middle school, nutrition, academic programming, e.g. ARIS Parent Links, overview of Quality Program Reports, Learning Environment Survey, information on parent resources and workshops on ELA, Math, Science, and Special Needs. Facilitators include the Parent Coordinator, Principal, Assistant Principal, Representatives from Learning Leaders, and Network representatives from Fordham University. In all these activities and supports, an appropriate translation and interpretation services from parents, teachers and paraprofessionals are ensured.

Parent workshops are conducted by the Parent Coordinator during and after school to assist parents in helping their children academically at home. The workshops focus on the content areas of ELA, Mathematics, Science and Social Studies. ☐☐

Parents will be informed of activities taking place by notices that are backpacked , automated phone messages, postings on the school webiste and parent newsletters.☐☐☐

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$6720.00	80 hours of per session for ESL and teacher to support to ELL students: 80 hours X \$49.89 (current teacher per session rate with fringe) = \$3, 991.20 1 Paraprofessional to support ELL students at \$26.27 per hour
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional 	\$2870.00	Books for Study Groups, student instructional materials for the ELL afterschool program, leveled books, audio tapes.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		* Math Common Core Clinic-ESL Coach *ELA Common Core Clinic-ESL Coach
Educational Software (Object Code 199)	\$988.00	Animals, Animals Interactive Book Collection-Lerner Digital
Travel		
Other	\$622.00	Parent involvement through workshops provided.
TOTAL	11,200.00	