



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WILLIAM T. SAMPSON
DBN (i.e. 01M001): 20K160
Principal: MARGARET M. RUSSO
Principal Email: MRUSSO@SCHOOLS.NYC.GOV
Superintendent: KARINA COSTANTINO
Network Leader: JULIA BOVE

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Margaret M. Russo	*Principal or Designee	
Kontessa Drossos	*UFT Chapter Leader or Designee	
Juan Lin	*PA/PTA President or Designated Co-President	
	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	
Chan Yoke Fong	Member/ Parent t	
Erin Lew	Member/ Guidance Counselor	
Mei Li	Member/ Parent	
Neelam Ng	Member/ Parent/Chairperson	
Miriam Quiles	Member/ Teacher ESL Coordinator	
Yesenia Rivera	Member/ Parent	
Maria Sparacio	Member/ Teacher	
Roopali Turner	Member/ Parent	
Kristin Wells	Member/ Teacher	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 10% of students in grades 1 and 2 will show an improvement of at least one level in their comprehension of a text read at their independent level, as measured by their Fountas & Pinnell Reading Assessment. Improvement will be measured by a comparison of students' beginning and end of year assessment data.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Students score satisfactory or excellent in comprehension at their independent reading level. At levels A-K, a satisfactory score is 5/7 and at levels L-Z it is either a 7/10 or 8/10. At levels A-K, a score of excellent is a 6/7 or 7/7 and at levels L-Z it is a 9/10 or a 10/10. 2013-14 beginning of year reading assessment data shows that 76% of students in grades 1 and 2 scored satisfactory and 24% scored excellent in comprehension at their independent reading level.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. During whole group and small group classroom instruction, teachers focus on deepening student comprehension through close reading.
2. Struggling students receive additional small group instruction from AIS teachers on a daily basis.
3. Teachers take part in in-depth studies on strategies to improve comprehension during weekly and monthly teacher team meetings.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers
2. Two full time Reading Recovery teachers, One full time Ortin Gillingham provider, One Two Day F-status teacher, Five full time ESL teachers assigned to grades one and two.
3. One full day Professional Learning Community (PLC) built into each teacher's schedule every five weeks. Fifty minutes of Extended Day weekly set aside for teacher team meetings.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher conference notes and checklists and formative assessments
2. Teacher conference notes and checklists and formative assessments
3. Agendas, teacher feedback and administrative observations

D. Timeline for implementation and completion including start and end dates

1. September 2013 Fountas and Pinnell Assessment
2. December 2013 Running Record assessment
3. February 2014 Running Record Assessment
4. May 2014 Pountas and Pinnell Assessment

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Ten first grade teachers will meet for a full day PLC every five weeks for a total of seven sessions requiring Per-diem teachers at the rate of $\$155 \times 10 = \1550.00
2. Nine second grade teachers will meet for a full day PLC every five weeks for a total of seven sessions requiring Per-diem teachers at the rate of $\$155 \times 9 = \1395.00
3. Two full time Reading Recovery teachers, One full time Ortin Gillingham provider, One Two Day F-status teacher, Five full time ESL teachers assigned to grades one and two. Eight Full time teachers at an average teacher's salary of $\$72,348$ / One Two day F-status teachers at a rate of $\$13,287$.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be invited into their child's class at a minimum of one time per month to participate in learning activities. Parent workshops will be conducted every two months to demonstrate how parents may support their child's academic progress and emotional growth.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 10% of ELL students in grades 4 and 5 at the intermediate and advanced level will show an improvement in at least 4 out of 7 areas on the NYC Performance Based Assessment rubric as measured by students beginning and end of year assessment data.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.																																										
The increased rigor of the Common Core Learning Standards in Reading and Writing poses specific challenges for English Language Learners. They struggle to develop and organize their writing around a complex text. This is evidenced by their performance on the fall NYC Performance Based Assessment baseline																																										
The NYC Performance Based Assessment Rubric is broken up into 7 traits – Focus, Development, Reading, Organization (Intro. and Conclusion), Organization (Structure), Organization (Transitions) and Conventions. The Fall 2013 data for ELL students in grades 4 and 5 at the intermediate and advanced levels is as follows:																																										
<table border="0"> <tr> <td>Focus</td> <td>0=24%</td> <td>1=53%</td> <td>2=21%</td> <td>3=2%</td> <td>4=0%</td> </tr> <tr> <td>Development</td> <td>0=21%</td> <td>1=64%</td> <td>2=14%</td> <td>3=1%</td> <td>4=0%</td> </tr> <tr> <td>Reading</td> <td>0=21%</td> <td>1=65%</td> <td>2=14%</td> <td>3=1%</td> <td>4=0%</td> </tr> <tr> <td>Introduction/Conclusion</td> <td>0=24%</td> <td>1=60%</td> <td>2=15%</td> <td>3=1%</td> <td>4=0%</td> </tr> <tr> <td>Structure</td> <td>0=21%</td> <td>1=61%</td> <td>2=17%</td> <td>3=1%</td> <td>4=0%</td> </tr> <tr> <td>Transitions</td> <td>0=29%</td> <td>1=55%</td> <td>2=15%</td> <td>3=1%</td> <td>4=0%</td> </tr> <tr> <td>Conventions</td> <td>0=12%</td> <td>1=56%</td> <td>2=28%</td> <td>3=4%</td> <td>4=0%</td> </tr> </table>	Focus	0=24%	1=53%	2=21%	3=2%	4=0%	Development	0=21%	1=64%	2=14%	3=1%	4=0%	Reading	0=21%	1=65%	2=14%	3=1%	4=0%	Introduction/Conclusion	0=24%	1=60%	2=15%	3=1%	4=0%	Structure	0=21%	1=61%	2=17%	3=1%	4=0%	Transitions	0=29%	1=55%	2=15%	3=1%	4=0%	Conventions	0=12%	1=56%	2=28%	3=4%	4=0%
Focus	0=24%	1=53%	2=21%	3=2%	4=0%																																					
Development	0=21%	1=64%	2=14%	3=1%	4=0%																																					
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Transitions	0=29%	1=55%	2=15%	3=1%	4=0%																																					
Conventions	0=12%	1=56%	2=28%	3=4%	4=0%																																					

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> ESL teachers provide in class targeted support on a daily basis in the schools' literacy curriculum, thereby reinforcing and scaffolding classroom instruction. ESL and classroom teachers collaboratively plan during PLCs and teach toward common goals for students. A before school morning ESL program will support ELL students in grades 4 and 5 to organize their writing around complex text. ELL students in grades 4 and 5 are invited to the after school literacy program. Beginner/ new comer ELLs have intense targeted instruction in Orton Gillingham instruction a minimum of four days per week.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Three fulltime ESL teachers and one three day F-status ESL teacher assigned to grades four and five Seven full time fourth grade teachers and six full time fifth grade teachers One per session ESL five days per week for one hour per day November 2013 through April 2014 Fifteen per session teachers two days per week one and one half hours per day from October 2013 through May 2014 a total of fifty-two sessions. One full time Orton Gillingham Instructor
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Teacher conference notes and checklists and formative assessments

2. Agendas, teacher feedback and administrative observations
 3. Teacher conference notes and checklists and formative assessments
 4. After school attendance sheets and teacher checklists
 5. Orton Gillingham benchmarks
- D. Timeline for implementation and completion including start and end dates**
1. September 2013 through June 2014
 2. September 2013 through May 2014 – every five weeks for a full day PLC
 3. November 2013 through April 2014
 4. October 15, 2013 – May 21, 2014
 5. October 2013 through May 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Three full time ESL teachers at an average teacher's salary of \$72,348 and one three day F-status teacher at a salary of \$31,877.
 2. Seven fourth grade teachers will meet for a full day PLC every five weeks for a total of seven sessions requiring Per-diem teachers at the rate of \$155 X 7 = \$1085.00
And Six fifth grade teachers will meet for a full day PLC every five weeks for a total of seven sessions requiring Per-diem teachers at the rate of \$155 X 6 = \$930.00
 3. One per session ESL teacher for five hours per week at the rate of \$42.00 per hour
 4. Fifteen per session teacher at the rate of \$42.00 per hour for a total of \$49,140.
 5. One full time Orton Gillingham teacher at the average teacher salary of \$72,348.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be invited into their child's class at a minimum of one time per month to participate in learning activities. Parent workshops will be conducted every two months to demonstrate how parents may support their child's academic progress and emotional growth.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 20% of students in grades 4 and 5 scoring a level 1 or low level 2 on the NYS Math Assessment will show an improvement of 25% on a grade level diagnostic skills assessment. Improvement will be measured by a comparison of students' beginning and end of year diagnostic assessment data.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on results of a diagnostic baseline assessment given to targeted students, results showed difficulty across all assessment strands in the comprehension of test language, resulting in inaccurate responses.

Beginning of year diagnostic assessment data for the targeted group of students is as follows:

- 63% of students scored between 0-25%
- 25% of students scored between 26-50%
- 9% of students scored between 51-75%
- 3% of students scored between 76-100%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Targeted students receive additional small group instruction on a daily basis from an AIS math teacher.
2. Additional small group instruction is also provided for students on Saturdays.

B. Key personnel and other resources used to implement each strategy/activity

1. One full time Math AIS teachers
2. Six per session teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Diagnostic baseline assessment results determine targeted students
2. Mid year assessment will evaluate the progress of the programs
3. End of year assessment will be used to evaluate the effectiveness of the program.

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014
2. October 12, 2013 – May 17, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. One full time math AIS teacher at an average teacher salary of \$72,348
2. Six per session teachers for five hours each Saturday at \$42.00 per hour for a total of \$31,500.00

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent workshops are conducted in the Go Math program, NYS Math CCLs to support parents' involvement in their child's academic work.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1.

B. Key personnel and other resources used to implement each strategy/activity

- 1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
List any additional fund sources your school is using to support the instructional goal below.					

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
List any additional fund sources your school is using to support the instructional goal below.					

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Reading Recovery Wilson Orton-Gillingham Literacy Support Literacy Plus ERIC At Risk SETSS	One to one One to one One to one and small group Small group Small group Small group Small group	During school day During school day During the school day Extended day After school During the school day During the school day
Mathematics	Math Support Saturday Math	Small Group Small Group	During the school day After school/ Saturday
Science	Scaffold Instruction	Small Group	During the school day
Social Studies	Scaffold Instruction	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk guidance At risk counseling	Individual and small group Individual/ small group and family	During the school day During the school day and after school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

P.S. 160 maintains relationships with local universities resulting in the placement of student observers and student teachers in our school. We work with the universities to ensure a high level of teacher preparation. Many former student teachers are recruited as full time teachers when their university work is completed. New teachers are assigned a mentor teacher to support them in the beginning stages of their career. Professional development is on-going. Teachers meet for a full day PLC with coaches and administrators every 4-6 weeks. Additionally, teachers are encouraged to attend CFN professional development and outside workshops and conferences. Information gained at these conferences is then turn keyed to colleagues at faculty and grade conferences. Assignments are based on the UFT contract and administrative decision in consultation with the teacher. We provide resources and professional development to maintain highly qualified teachers on our staff.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

. Professional development is on-going. Teachers meet for a full day PLC with coaches and administrators every 4-6 weeks. Additionally, teachers and other staff members are encouraged to attend CFN professional development and outside workshops and conferences. Information gained at these conferences is then turn keyed to colleagues at faculty and grade conferences. Every grade has at least two common preparation periods per week and fifty minutes during extended day to meet in teacher teams for planning purposes.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Federal, State and local funds used to meet the intent and purpose programs are utilized on an as need basis to support STH. Clothing, school supplies and trips are funded through these monies.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

All registered kindergarten students receive an information packet in the mail during the summer outlining expectations for the fall. LAB-R is administered to incoming kindergarten children before the term begins. The first parent meeting for kindergarten parents takes place the first day of school. Curriculum conferences for kindergarten children take place within ten days of the start of school. All kindergarten classes invite families into their classrooms a minimum of once per month.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Decision making regarding the use and selection of appropriate multiple assessment measures are determined during teacher

team Professional Learning Community (PLCs) sessions and weekly teacher team meetings.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- scheduling monthly parent involvement activities in every classroom;
- 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;
- offering parent ESL and technology classes and providing childcare so parents may attend;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 20	Borough Brooklyn	School Number 160
School Name William T. Sampson Public School 160		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Margaret Russo	Assistant Principal Kathryn Anderson
Coach Kristin Wells	Coach type here
ESL Teacher Miriam Quiles	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mary Chu
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	13	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1256	Total number of ELLs	870	ELLs as share of total student population (%)	69.27%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	3	2	2	0	0	0	0	0	0	0	0	0	0	7
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-In	15	15	10	10	10	10								70
SELECT ONE														0
Total	18	17	12	10	10	10	0	77						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	870	Newcomers (ELLs receiving service 0-3 years)	776	ELL Students with Disabilities	61
SIFE	3	ELLs receiving service 4-6 years	91	Long-Term (completed 6+ years)	4

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	183	0	1	0	0	0	0	0	0	183
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	687	3	44	91	0	13	4	0	4	782
Total	870	3	45	91	0	13	4	0	4	965

Number of ELLs who have an alternate placement paraprofessional: 14

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
Chinese	75	60	48											183
SELECT ONE														0
SELECT ONE														0
TOTAL	75	60	48	0	183									

*EP=English proficient student

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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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	11	18	15	10	11	10	0	0	0	0	0	0	0	75
Chinese	81	146	89	99	88	76	0	0	0	0	0	0	0	579
Russian	2	1	0	0	0	1	0	0	0	0	0	0	0	4
Bengali	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Urdu	2	3	1	1	1	0	0	0	0	0	0	0	0	8
Arabic	2	1	2	0	1	0	0	0	0	0	0	0	0	6
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	1	2	2	0	1	1	0	0	0	0	0	0	0	7
Albanian	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Other	0	1	3	0	1	1	0	0	0	0	0	0	0	6
TOTAL	100	173	112	110	103	89	0	0	0	0	0	0	0	687

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	87	67	30	30	27	28	0	0	0	0	0	0	0	269

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	45	91	61	14	30	20	0	0	0	0	0	0	0	261
Advanced (A)	43	75	69	66	46	41	0	0	0	0	0	0	0	340
Total	175	233	160	110	103	89	0	0	0	0	0	0	0	870

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	36	27	16	0	79
4	35	27	7	0	69
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12	10	18	9	26	7	9	1	92
4	12	9	19	13	12	8	5	1	79
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	1	10	6	21	15	18	5	81
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

This school year our school has adopted the ReadyGen literacy program and the GO MATH program. Both programs are aligned to the Common Core Learning Standards. ReadyGen includes complex text and questioning that promote higher order thinking. In addition to the word study component included in the ReadyGen program, we incorporate the Orton Gillingham approach. This multisensory approach uses systematic teaching of phonics. Each unit of study culminates with a performance task that results in student’s writing that is analyzed according to the rubrics. Student progress is monitored through various unit vocabulary and comprehension assessments. Additionally, Fountas & Pinnell assessments are used to measure the early literacy and reading level of all students in grades K-2. Data gathered from the above assessments are used to differentiate instruction. ReadyGen is a rigorous reading program. This has proved challenging for ELL students at all language proficiency levels. As a result, adaptation of the program has been necessary in order to meet the needs of all ELL students. The GO MATH program includes both computational and problem solving skills. These involve forming mathematic arguments and explanations as required by the Common Core Learning Standards. Various assessments are incorporated into the program that facilitate differentiation. Math manipulatives and content vocabulary are an integral part of the program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. An increase in the overall student enrollment has resulted in the growth of our English Language Learners (ELLs) population across all grades. The NYSESLAT and LABR results recorded on the RLAT report shows that more students scored at the beginner and intermediate levels in grades kindergarten, one and two in comparison to student in grades three to five. This trend shows a progression of increased proficiency as students move up through the grades. In grade one, more students scored at the beginner and intermediate levels. In grade two there are more students scoring at the intermediate and advanced level. This data shows a change from previous years where more students in grades one and two scored at the beginner level and intermediate level. In grades three through five, more students scored at the intermediate and advanced levels. These results are based on the new NYSESLAT test format and scale scores.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

CURRENT GRADE	#Of ELLS	LISTENING		SPEAKING		READING		WRITING	
		#of ELLs not reaching proficiency	%	# of ELLs not reaching proficiency	%	#of ELLS not reaching proficiency	%	# of ELLS not reaching proficiency	%
GRADE 1	191	170	89%	188	98%	136	71%	112	59%
GRADE 2	145	100	69%	1	97%	101	70%	80	55%
GRADE 3	95	40	42%	94	99%	32	34%	45	47%
GRADE 4	92	59	64%	91	99%	47	51%	20	22%
GRADE 5	83	50	60%	77	93%	40	48%	31	37%

The 2013 NYSESLAT combined modality sets analysis has not been released by SED as of 12-6-13. However, the information above is based on the Spring 2013 NYSESLAT raw scores needed to meet proficiency in each subtest as per NYSED memo. It does not include scale scores. Since the RNMR is not available this school year, the RLAT report was used to gather this information. The information on the table above includes current ELLs only and does not include those students who took the NYSESLAT last year and were subsequently discharged.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a, b, c

ELL students in TBE and ESL Push In programs are placed based on program choice. The majority of ELL students in the TBE programs score at the beginning and intermediate proficiency levels. Certified bilingual teachers in these classrooms use ESL methodologies to scaffold instruction. The native language is used in the content areas to support native language transference. In the ESL program, there are more students scoring at the beginner and intermediate levels in the lower grades than in the upper grades. At P.S. 160 ELL Periodic Assessments are not used at this time. A comparison of students who took the Spring 2013 NYS Math test in English or in their native Language shows that 54% of ELL students scored at levels 3 and 4 in comparison to those students who took the test in their native language where 30% of ELL students scored at levels 3 and 4. Conversely, the NYS Science exam shows no significant difference in the performance of ELL students in either English or the native language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

At P.S. 160 ELL student progress is monitored and tracked by the RTI team. Classroom and support staff members provide differentiated instruction in classrooms using various ESL strategies. These include developing oral language competencies that support content and literacy learning. Vocabulary instruction related to concepts taught in the content area are incorporated into team talks and writing. Open-ended questions that promote discussions allow students to practice vocabulary and language structures. Our drama program incorporates the Reader's Theater program and grammar chants are used to teach vocabulary and sentence structures that allow students to practice fluency, develop phonemic awareness and language frames. Visuals, technology and realia are used to facilitate vocabulary and understanding abstract concepts. Data is collected to identify ELL students who are struggling. If students demonstrate a lack of progress, these students are then provided Tier II services based on their area of need. All ELL student academic and background information is gathered and discussed at RTI meetings. This data includes the student's educational history, language proficiency levels and progress (NYSESLAT), NYS ELA and Math scores, student work, Fountas & Pinnell reading levels across a period of time, attendance, family history and areas of difficulty based on informal assessments. Screeners are used in Orton Gillingham and Wilson Language programs. These services are provided to those ELL students demonstrating a need in decoding skills. Other academic intervention programs include Reading Recovery in grade one and Early Reading Intervention in the Classroom (ERIC) in grade three. These programs help struggling readers develop early literacy skills. Reading Recovery is conducted in a one to one session over a period of 20 weeks. Formative assessments are conducted at the beginning and end of the program in order to determine progress. Progress of students in the ERIC program and Orton Gillingham or Wilson Program are tracked and revisited over a six-week cycle. AIS Speech and SETSS services are provided if necessary. Math AIS is provided to students in grades 4 and 5. These ELL students were selected based on data gathered from the NYS Math exam as well as classwork and informal assessments. Only after students are provided several interventions across a period of time and continue to demonstrate a lack of progress are they referred for an evaluation.

6. How do you make sure that a child's second language development is considered in instructional decisions?

ELL student's language proficiency level based on NYSESLAT scores are used to group students accordingly during class reorganization. NYSESLAT scores are also used to group students during small group instruction. Title III ESL morning program in grade 5 was designed to meet the needs of specific ELL students at all language proficiency levels. This information is based on informal assessments, F&P reading levels, NYSESLAT and NYS exams. Students were selected based on their particular needs in the areas of listening, speaking, reading and writing. Beginner ELL students will receive additional support three times a week in this program from November through January. Intermediate students on this grade demonstrate the most need across the grade. As a result, these students will receive services in the Title III ESL Morning Program twice a week from November through May. Advanced level students in grade 5 will receive additional support in this program in the spring. Beginner ELL students are grouped homogeneously in extended day in order to meet their needs. Language proficiency levels are taken into consideration when planning. Adaptations to the current Common Core curriculum are made to meet the language demands that are a challenge for ELLs. This is done during common planning time between classroom and ESL teachers.

7. 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?

Currently, we do not have a Dual Language Program at P.S. 160.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Evaluation of ELL programs

Ongoing informal assessments are conducted throughout the school year and student progress is tracked. In September an analysis of the NYSESLAT, NYS ELA and Math results is conducted to determine whether instructional strategies and programs in place for ELLs have resulted in student progress. Additionally, the Measures of Student Learning (MOSL) will be administered at the beginning and end of the year. This information will be used to measure student progress. An analysis of performance tasks and unit

tests administered at the end of each unit of study in ReadyGen will be used to evaluate student progress within our curriculum. New York State Accountability reports and our Progress Report are used to determine the success of programs available to ELLs.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. When a new admit enrolls in a New York City Public School, the parent is given a Home Language Identification Survey (HLIS) form that is included in their registration application. This HLIS form is provided in their native language. When necessary, translations are conducted simultaneously by one of our bilingual staff members, our bilingual Parent Coordinator or the New York City Department of Education Translation Interpretation Unit. After the parents fill out the HLIS form, an interview is conducted by a trained pedagogue. Both the parent and the student are interviewed in order to determine the language spoken at home. Once the HLIS survey form is completed and an interview has been conducted, the OTELE code is indicated on the HLIS form by the trained pedagogue. This form is then given to our Pupil Accounting secretary who enters the HLIS information in ATS. If a language other than English is indicated on the HLIS form, the Language Assessment Battery Revised (LABR) is administered and used to determine whether the student is eligible for ELL services. After administering the LABR, the test is hand scored using the cut scores indicated on the LABR memorandum to determine the level of proficiency for these students. These hand scored results are documented and maintained at the school level prior to submission to the scan center. For those students who have been identified as an ELL and have a Home Language Survey form indicating Spanish as the home language, the Spanish LAB is administered to determine their language dominance. This assessment is administered once at the time of initial identification. The identification and placement process is conducted within the first ten days of enrollment in school. In order to ensure that all the students requiring the LABR administration are tested, ATS reports such as the Revised LAB Eligibility Roster (RLER) are generated. This report identifies all new entrants in New York City Public School who are eligible for the LABR administration. In the spring, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered as a post assessment to determine the student's level of proficiency in English and continued eligibility of ELL services for the following school year. The RLER report is also used to ensure that all students eligible to take the NYSESLAT are identified.
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.
 2. If a student is identified as eligible to receive services as determined by the LABR, an invitation to the Parent Selection Orientation meeting for the identification and placement of ELLs will be sent to the parents or guardians of these students. This parent orientation meeting is conducted by the ESL Coordinator or a trained certified ESL or bilingual teacher. Interpreters are made available during this meeting. Translation Unit services are provided to those parents for whom we do not have a translator available on site. Prior to the meeting, parents are instructed to sign in and a parent orientation meeting agenda, Parent Survey/Parent Program Selection form and the Parent Brochure (A Guide for parents of English Language Learners) are distributed in their native language. During this meeting, an administrator welcomes parents and an explanation of the purpose of the meeting is provided. CR Part 154 and Title III regulations are explained. This information includes the identification process of ELLs as well as the formation of bilingual classes in grades K-8 where there are 15 or more students on a single grade or in two contiguous grades speaking the same language. Information regarding the number of minutes of service required under these regulations for students at the beginning, intermediate and advanced level of proficiency is also provided at this meeting. If there are not enough students to form a bilingual class, parents are also informed of the option to transfer their child to another school within the same district. However, if parents reject the transfer, students will remain in our school and receive ESL instruction.

Additionally, parents are informed that the program selection is for one school year and that in the spring the NYSESLAT is used to determine continued eligibility for the following school year. Parents are also told that if their child continues to be eligible for services for the following school year based on the results of the NYSESLAT, they will receive a Continuance form and at that time can indicate their program of choice for the new school year. Parents are informed that failure to return the Parent Selection Form within the first ten school days will be considered a selection of a Transitional Bilingual Program. They are also informed the research shows continuity in a program leads to better academic performance than those students who change between programs each year. An explanation of federal funding under the Title III and the availability of supplemental services provided particularly for ELLs and parents of ELLs are provided. Parents are given the opportunity to view the Parent Orientation Video for Parents of ELLs in their native language. This video provides information regarding the programs available for ELLs. Opportunities for any further questions or clarifications regarding these programs are provided. Parents then complete the parent selection forms and trained ESL teachers are made available along with interpreters to assist parents and ensure that all forms have been completed and collected. Due to a high number of new immigrant families that work long hours, parents are contacted via phone to schedule make-up sessions. A trained pedagogue conducts these sessions. These one to one orientations are conducted before, during and after school in order to accommodate our parents and their schedules. Contact logs are kept on file. Due to the fact that we have an ongoing number of new admits enrolling on a daily basis, a trained pedagogue conducts the parent orientation meeting during registration if necessary.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

P3. Due to a high number of new immigrant families that work long hours, it is difficult for all parents to attend our parent orientation meetings. Every effort is made to reach out to those parents who have not returned the parent selection form. As a result, parents are contacted via phone to schedule make-up sessions that are conducted by a trained pedagogue. These trained pedagogues ensure the accurate completion and collection of the forms. Parents are also informed that if they do not return the form within the first ten days enrolled in school, the default program is bilingual. These one to one orientations are held before, during and after school in order to accommodate our parents and their schedules. Contact logs are kept on file. Ongoing parent orientation meetings are conducted as needed whenever new admits are identified as an ELL student using the process described above. A checklist of parent selection forms for all ELL students is kept on file to ensure that all parents of ELLs return the forms. These checklists are also used to monitor the number of ELL students whose parents chose a bilingual program as per the parent selection form. Ongoing whole group and one to one parent orientation meetings are conducted throughout the school year. During these meetings ELL parent survey and program selection forms are collected. Trained certified ESL or Bilingual pedagogues collect these forms and ensure that they are completed correctly. Continued entitlement and non entitlement/transition letters are disseminated at the beginning of the school year based on the NYSESLAT scores. Parents of students identified as ELLs based on the LABR score receive entitlement letters upon the completion of the identification process and the completion of the ELL parent survey and program selection forms. The ELL identification process is completed upon enrollment within the first ten school days. The ELPC screen is completed in ATS within the 20 days of enrollment. Original ELL parent survey and program selection forms are collected and copied. Original forms are placed in each student's cumulative record. Copies of continued entitlement, entitlement, nonentitlement and placement letters are kept on file in the ESL Coordinator's office.

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.

Parents are provided information regarding the ELL programs available. Once parents have selected their ELL program of choice, students are moved to those programs within the first ten days of enrollment. Parents are informed of the new class via a translated letter. Continuance forms are sent out to those parents of ELLs who are still eligible for ELL services in their native language. For those parents who do not attend the parent orientation meeting and do not return the form, every attempt is made via phone and letter to communicate with these parents. The default program for students whose parents have not returned the letter is bilingual. Ongoing whole group and one to one parent orientation meetings are conducted throughout the school year. During these meetings ELL parent survey and program selection forms are collected. Trained certified ESL or Bilingual pedagogues collect these forms and ensure that they are completed correctly. Continued entitlement and non entitlement/transition letters are disseminated at the beginning of the school year based on the NYSESLAT scores. Parents of students identified as ELLs based on the LABR score receive entitlement letters upon the completion of the identification process and the completion of the ELL parent survey and

program selection forms. The ELL identification process is completed upon enrollment within the first ten school days. The ELPC screen is completed in ATS within the 20 days of enrollment. Original ELL parent survey and program selection forms are collected and copied. Original forms are placed in each student's cumulative record. Copies of continued entitlement, entitlement, nonentitlement and placement letters are kept on file in the ESL Coordinator's office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 5. In order to ensure that all ELL students are administered the NYSESLAT in the spring, records are updated throughout the school year. The RLER, RLAT and admit and discharge reports are used to determine which new admits must be administered the LABR and it is also used to determine which students will take the NYSESLAT. These reports are generated throughout the testing period as indicated on the NYSESLAT test memorandum. All students identified as an ELL and are enrolled at our school at the time of the NYSESLAT are administered all parts of the test throughout the administration period. Appropriate measures are taken to track students who are absent during the test to ensure that a make up session is provided according to the test administration window provided in the NYSESLAT test memorandum.
6. 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.) 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. 
 6. In the past few years, there has been a steady increase in the overall student population. This has led to overcrowded classrooms across the grades. In order to address the issue of overcrowded classrooms, an annex to our existing school building was constructed and completed in the 2012-2013 school year. However, the continual growth in the overall school population has resulted in kindergarten and grade five students to be transported to an overflow site this school year. Many of the students whose parents chose a TBE program speak a Chinese dialect, the most dominant of which is Mandarin. These events impact our bilingual and ESL programs. For those students whose parents chose a bilingual program on a grade where we do not have sufficient number of students to form the class, communication is maintained every year to ensure their continued program of choice. If a class is formed, parents are contacted to determine whether they would like to continue with their program of choice as indicated on the parent selection forms from the previous year. In response to the parent selection forms this school year, we have formed additional bilingual classes. Currently we have three Kindergarten Chinese Transitional Bilingual Education Programs (TBE), two Chinese Transitional Bilingual Education Programs in grade one and two Chinese Transitional Bilingual Education Programs in grade two. Additionally, we have a self-contained ESL class in grade four. Students are placed in the program selected by their parents within ten school days. Parents are informed of their child's new placement via letter indicating the official date the student will be transferred into the program based on the parent selection form. The trend also shows that while some parents select a bilingual program as their program of choice, if there are not enough to form a class on one grade, many do not want their child placed in a Transitional Bilingual Education bridge class.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

1a/b.

P.S. 160K implements the ReadyGen Reading Program and GO MATH Program in order to meet the Common Core Learning Standards. All classes at P.S. 160K are heterogeneously grouped. A total of 870 ELL students are serviced in both ESL and TBE programs across the grades. The increase in our ELL population has led to an increase in the number of ESL teachers in order to meet the mandates as per CR Part 154. Currently, there are eleven certified ESL teachers in a blended Push-In/Pull-Out model. This blended model is used in grades 3-5 in order to meet the needs of ELL students at various language levels. Included in the Push In program are groups ranging from 16-25 ELL students with language proficiency levels ranging from beginning to advanced in grades K-5 receiving ESL services as per their Parent Selection/Continuance forms. A Self-Contained ESL teacher with dual certification in Common Branches and ESL serves approximately 30 ELL students in grade four. Included in the Push In program are groups ranging from 16-25 ELL students with language proficiency levels ranging from beginning to advanced in grades K-5 receiving ESL services as per their Parent Selection/Continuance forms. Heterogeneous grouping facilitates the "Push-In/Pull-Out" Model of Instruction in order to meet the mandated number of minutes of instruction required under the CR Pt. 154 guidelines.

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)?

Due to the large numbers of ELL students in each class and the number of classes on each grade, in grades K-3 two ESL teachers are assigned to the each grade. Beginner and intermediate students receive 360 minutes of ESL instruction and advanced level students receive 180 minutes of ESL instruction. Beginner and intermediate students in grades 4 and 5 ESL Push In program receive 300 minutes of ESL instruction and advanced level students receive 180 minutes of ESL instruction. ELL students in the Self-Contained ESL class and the Self-Contained Special Education 12:1 class receive their mandated units of ESL instruction by a certified ESL teacher. We are actively seeking to hire another ESL teacher.

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 foster language development and meet the demands of the Common Core Learning Standards.

ESL teachers are scheduled to push in during the literacy blocks. However, within in each schedule there are approximately 3 periods of content area instruction. This content area instruction is usually during Math or Social Studies. The language demands required by the Common Core Learning Standards are a challenge for ELLs. Many of our students struggle to use the appropriate content vocabulary to solve mathematical problems and explain the concepts and processes. During math, identifying vocabulary and providing opportunities for students to use that vocabulary through discussions as well as providing the mathematical structures necessary to solve those problems. The use of appropriate mathematical language specific to the content area provide ELLs with the expressive language necessary to provide the explanations required when solving math problems. Visual literacy skills to promote higher order thinking skills, integrating discussions with the graphic organizers, building background knowledge and frontloading vocabulary that is both content specific and cross content such as Tier II vocabulary are some of the strategies used to support ELLs in the content areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Native language instruction is assessed through the use of translated versions of the Measures of Student Learning (MOSL) in Science and Social Studies. Bilingual staff members translate oral questions to determine comprehension. Newcomer students use their native language to express their ideas. These ideas are translated by a bilingual staff member.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The Spring 2013 NYSESLAT scores are used at the beginning of the school year to identify the areas of need. Although the NYSESLAT

test and scale scores have changed. An analysis of the Ongoing activities are included in small group lessons. Whole group lessons consist of listening to text and responding to open ended questions. Students turn and talk about these questions in pairs. Teachers listen in on conversations to assess comprehension and ensure each student participates in these discussion partnerships. End of unit tests and performance assessments are used throughout the school year to evaluate student progress in reading and writing. Listening and oral language checklists as well as discussion checklists are used by ESL teachers to assess students during small group instruction.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. SIFE (Students with Interrupted Formal Education)

Currently, there is one student identified as SIFE. However as newcomer students enter throughout the school year more SIFE students will be identified. ELL students identified as SIFE, receive Academic Intervention Instruction (AIS) in addition to their ESL Instruction. Title III Morning programs target beginner ELL students in grade 5 in need of foundational language and literacy skills. Other programs offered are AIS Reading, Math or Speech, Reading Recovery, Early Reading Interventions in Classrooms (ERIC), Wilson Language, Speech Improvement, and At Risk SETSS. Additionally, Orton Gillingham methodology is used in the area of reading. Instruction in these programs is conducted in English although the native language is encouraged. The students are also invited to participate in the extra curricular programs offered above. Materials such as content area libraries for SIFE students and the RIGOR program are some of the materials that are used in these programs. Small group instruction within the push-in model is conducted to better serve the individual needs of these students.

6b. Newcomers

One of P.S. 160's goals is to provide the students with an opportunity to acquire English language proficiency in a supportive and nurturing environment. Every attempt is made to place a newcomer in a class with other students who share a common language to help facilitate the child's assimilation into the new culture. Students are assigned a language buddy to help transition. The ESL teachers become the link between newcomers and the classroom teacher providing materials and support. Within the classroom setting, newcomers are given additional instruction as a group. Instruction is provided using ESL methodologies during small group instruction. By grouping the newcomers together, in a pull out setting it creates an atmosphere where the students can experiment with oral language in a small group setting thereby lowering their affective filter. The Push- In model allows the classroom and the ESL teacher to collaborate and differentiate instruction for these students. In addition, a Saturday Newcomers Program was created and will continue to meet the needs of these students. Newcomers are grouped homogeneously during extended day and afterschool programs in order to meet their needs. ESL strategies in all four modalities are integrated to facilitate language learning. These programs offer newcomer students an environment that decreases affective filter and allows them to develop foundational language and literacy skills while learning the language. Since NCLB requires New York State English Language Arts test (ELA) be administered to ELLs after one year in an English Language School System as well as the New York State Math and Science test, these students are invited to participate in the various Afterschool and Saturday School programs. A Title III ESL Morning Program has been created to address the needs of ELLs in all proficiency levels. This program was designed based on data gathered for ELL students in grade 5. A need to provide additional support outside the regular school day to focus on developing literacy, oral language and content-area vocabulary skills. Three times a week beginner ELLs receive this instructional support in order to build independence, self-confidence and sense of ownership of their education.

6c, d, e

ELL students receiving services 4-6 years/Formal ELLs/Long Term ELLs

These students receive scaffolded instruction using ESL strategies in small groups. Differentiation is provided based on student needs. In some cases, these students struggle with reading and understanding more complex text and vocabulary. Scaffolded lessons included in the ReadyGen program are modified to meet the needs of these students. Comprehension instruction is scaffolded through the use of graphic organizers, vocabulary organizers, visuals and videos. These strategies help build background knowledge in order to increase order comprehension. Discussions are developed through open ended questions using Bloom's Taxonomy in order to foster in depth conversations. Sentence frames and discussion starters are used to provide students the language necessary to participate in these discussions. Longer text is broken down into smaller parts during small group instruction in order to make complex text more comprehensible. The language demands of more complex text is challenging for ELLs. Explicit teaching of vocabulary using consistent routines with support when reading and understanding words and creating oral and written tasks that require the application of the vocabulary. ELL students receiving services 4-6 years and former ELLs are included in all additional instructional and enrichment

programs. The instructional programs available to them include Literacy Plus, Title III ESL Afterschool Program, Math Enrichment Morning Program is conducted for grade 4 students twice a week and a Saturday Math Academic Intervention Service program is offered to students in grades 3, 4 and 5. AIS math is also provided to students in grades 4 and 5 during the school day. Data from the NYS Math results were used to determine which students are invited to these programs. These students receive additional instruction to help students understand the academic vocabulary and language demands necessary to solve mathematical problems and provide explanations and mathematical arguments. This is challenging for our population as many times they can demonstrate the computational skills, but struggle explaining how they arrived at their response. Bilingual glossaries and dictionaries are made available to those students that can read in their native language. Intervention services such as Orton Gillingham, Reading Recovery (grade 1), AIS Speech and AIS SETSS are provided to ELLs and former ELLs based on their needs. Enrichment programs such as Greek Mythology Club, Chinese Dance Club, Italian Club, Computer Club and Art Club are made available to students in this subgroup as well. Our school diversity is celebrated through various programs in our school. One of these programs is called the Global Partners Junior Program. Students in grade 5 participate in this program which allows our students to connect to international peers via the internet and develop technology skills. Students communicate and learn via skype with an international community and collaborate on projects. The program includes visits to the United Nations and culminates with a project that is shared with other students who have participated in this program throughout New York City. ELLs and FELLs in grades 2-5 are invited to participate in the Chess in the Schools Program. Our Chess Club participates in competitions throughout the city and nationwide. Grade 2 and 3 students are involved in a Chess program during the school day to promote critical thinking and problem solving strategies as well as improve social skills.

7. 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?

ELL's with Special Needs

ELL students with special needs continue to receive ESL Instruction in a Push In model. Response to Intervention (RTI) team monitors student progress across all grades. Some ELL students with special needs are mainstreamed during reading, writing and math. This decision is made on an individual basis. Students are then referred for participation to one of several safety net programs existing at P.S. 160. These programs include AIS Reading, AIS Math, Reading Recovery, Wilson Language and At Risk Resource Room. Early Reading Intervention in Classrooms (ERIC), a program specially designed for students in grade one who have demonstrated a need in basic literacy skills includes ELLs with special needs. In addition, Orton Gillingham methodology is used for ELLs with disabilities demonstrating a need in decoding skills. Ongoing professional development using this teaching method is provided for all staff members. This systematic approach using multisensory techniques to teach phonics, reading and spelling skills support students with disabilities. Graphic organizers and story boarding techniques provide these students with the structure necessary to organize and develop their ideas in writing. These students are also availed the opportunity to participate in afterschool, Saturday Programs and enrichment programs. Behavior plans are in place for students based on their needs. Multisensory methods are used in classroom to improve the performance of ELLs with special needs. Various writing tools are used to assist students with special needs. These include pencil grips, thick pencils and crayons, E-Z strips are used to help students keep track of their reading. Content area exams are read to students based on their IEP during all class assessments Adaptations to the ReadyGen program are made during instruction are provided to meet the needs of this subgroup. Building early literacy skills and scaffolding lesson in comprehension provide students with strategies and tools they can use to build independence. Materials and resources such as Windows to Literacy and Benchmark Early Explorers are used during small group instruction as well.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Schedules for students with IEPs are designed so that it does not interfere with their mandated services in the SETSS program. Beginner and intermediate level students receive 360 minutes of ESL and advanced level students receive 180 minutes of ESL instruction. The Push In model facilitates instruction in the classroom, particularly in the Self-Contained Special Education program and the Integrated Co-Teaching program. ESL teachers have access to SESIS. This allows teachers to review the goals of ELLs with IEPs. Literacy instruction is modified to meet the needs of these students. Orton Gillingham and other multisensory activities, visual cues and use of realia or manipulatives are used to meet the needs of ELLs with special needs. Many of these students have processing delays that require repetition and rephrasing of concepts and vocabulary. Additional time is given to students to complete tasks. Academic and content-based vocabulary are previewed. Background knowledge is provided in small groups to develop comprehension skills. Graphic organizers are adapted to meet individual student needs. During small group

instruction, tasks are broken down and scaffolded. This is done to minimize frustration and increase opportunities for success. For ELL-SWDs placed in a self-contained class and ICT classes, students are mainstreamed in subject areas based on their progress. ELL-SWDs are also mainstreamed during other content areas classes with peers on their grade level. All ELL-SWDs are included with non disabled peers in other schoolwide activities including, but not limited to, lunchtime, afterschool programs, parent involvement activities, trips, student performances and clubs. Additionally, these students are provided with support services based on their individual needs. ELL-SWDs are placed in ICT classes based on student performance on assessments conducted by a bilingual school psychologist, ongoing progress, class performance and input from parents and all support staff including ESL or bilingual teachers.

Courses Taught in Languages Other than English 

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:			
Social Studies:			
Math:			
Science:			

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	45 minutes per day	45 minutes per day	45 minutes per day

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

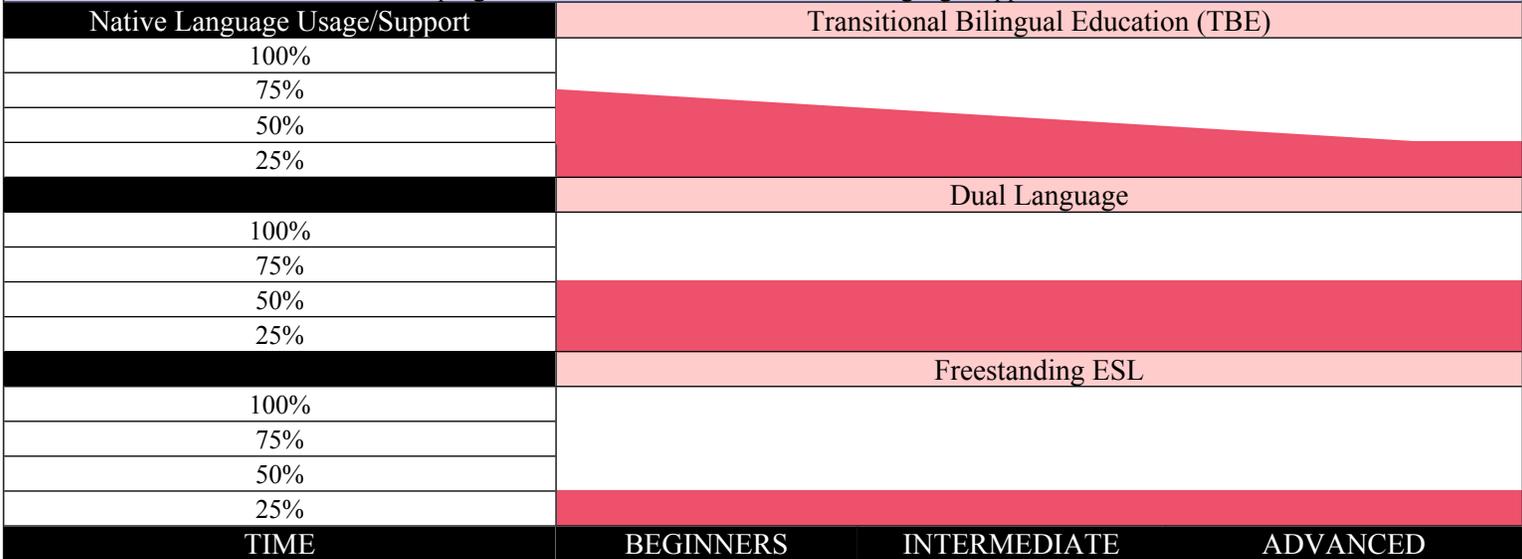
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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

9. 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.

Our population at P.S. 160 is comprised of approximately 69% of ELLs. Therefore, ELL students are afforded the opportunity to participate in all programs throughout the school. Literacy Plus and Title III ESL Afterschool programs are offered to ELL students in grades 3-5. Saturday Math AIS Program Saturday Math Academic Intervention Service program is offered to students in grades 3, 4 and 5. AIS math is also provided to students in grades 4 and 5 during the school day. Data from the NYS Math results were used to determine which students are invited to these programs. These students receive additional instruction to help students understand the academic vocabulary and language demands necessary to solve mathematical problems and provide explanations and mathematical arguments. This is challenging for our population as many times they can demonstrate the computational skills, but struggle explaining how they arrived at their response. Bilingual glossaries and dictionaries are made available to those students that can read in their native language. A Title III ESL Morning Program has been created to address the needs of ELLs in all proficiency levels. This program was designed based on data gathered for ELL students in grade 5. ELLs in this grade demonstrate a need to provide additional support outside the regular school day to focus on developing literacy, oral language and content-area vocabulary. Three times a week beginner ELLs receive this instructional support. Students will receive support connected to the ReadyGen curriculum. The RIGOR program will be used with beginner ELL students during this time. Twice a week intermediate ELLs also receive additional support in this program. This was done to meet the specific needs of ELLs based on language proficiency levels. Advanced level students will participate in the program three times a week during winter and spring sessions as well. Other AIS programs available to ELL students include Reading Recovery (grade one). This is a program that builds early literacy skills. Students are served in this program for twenty weeks on a one to one basis. Grade two and three ELL students receive services through the Early Reading Intervention in the Classroom (ERIC) program. Small group instruction is provided to students in need of basic literacy skills. This is based on both a student's language level and reading level. Orton Gillingham services are provided to ELL students in need of decoding skills. AIS Speech, AIS SETSS and extended day programs are provided to ELL students based on their needs. Enrichment programs are offered to ELLs as well. These include Greek Mythology Club, Art Club, Drama Club, Chinese Dance Club, Italian Club, Global Partners Club, Computer Club, Global Partners Junior Program and Chess Club.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Currently we have seven bilingual classes in grades K-2 and one Self-Contained ESL class in grade 4. Students are placed in this program based on parental choice. All other ELL students are served in a Push In model. This model allows ESL teachers and classroom teachers to work collaboratively to support ELL students using the ReadyGEN program. Due to the large number of ELL students in grades K-3, two ESL teachers are assigned to each grade. In grades 4 and 5 one teacher is assigned to each grade. ESL teachers push in during the literacy blocks, word study periods and content areas such as Math and Social Studies. This allows continuity of instruction and facilitates planning between the classroom teacher and the ESL teacher. ELL students demonstrate continual growth across language proficiency levels on the NYSESLAT. ESL teachers provide ELLs with the scaffolds needed in order to meet the demands of the ReadyGEN program that is aligned to the Common Core Learning Standards. Native language support is provided through language partners who serve as translators in the classroom as well as bilingual staff members. This is especially helpful for beginner ELL students. Bilingual glossaries, dictionaries and literature are made accessible to students to facilitate language transference. Graphic organizers, sentence frames that can be used in verbal and written task in addition to frontloading vocabulary are some of the strategies used to support ELLs. Ongoing support throughout the grades has resulted in student progress on the NYSESLAT. However, meeting the demands of the Common Core Learning Standards has become a challenge for ELLs at various language levels. Classroom teachers and ESL teachers are collaborating in order to adapt the ReadyGEN program to meet the needs of our ELL population.

11. What new programs or improvements will be considered for the upcoming school year?

At this time there are no new programs being considered for the upcoming school year. However, programs for ELLs will continue to be evaluated and improvements based on student needs will be made at a later time.

12. What programs/services for ELLs will be discontinued and why?

All ELL programs will remain in place during the 2013-2014 school year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in

your building.

Our population at P.S. 160 is comprised of approximately 69% of ELLs. Therefore, ELL students are afforded the opportunity to participate in all programs throughout the school. Literacy Plus and Title III ESL Afterschool programs are offered to ELL students in grades 3-5. Saturday Math AIS Program Saturday Math Academic Intervention Service program is offered to students in grades 3, 4 and 5. AIS math is also provided to students in grades 4 and 5 during the school day. Data from the NYS Math results were used to determine which students are invited to these programs. These students receive additional instruction to help students understand the academic vocabulary and language demands necessary to solve mathematical problems and provide explanations and mathematical arguments. This is challenging for our population as many times they can demonstrate the computational skills, but struggle explaining how they arrived at their response. Bilingual glossaries and dictionaries are made available to those students that can read in their native language. A Title III ESL Morning Program has been created to address the needs of ELLs in all proficiency levels. This program was designed based on data gathered for ELL students in grade 5. ELLs in this grade demonstrate a need to provide additional support outside the regular school day to focus on developing literacy, oral language and content-area vocabulary. Three times a week beginner ELLs receive this instructional support. Students will receive support connected to the ReadyGen curriculum. The RIGOR program will be used with beginner ELL students during this time. Twice a week intermediate ELLs also receive additional support in this program. This was done to meet the specific needs of ELLs based on language proficiency levels. Advanced level students will participate in the program three times a week during winter and spring sessions as well. Other AIS programs available to ELL students include Reading Recovery (grade one). This is a program that builds early literacy skills. Students are served in this program for twenty weeks on a one to one basis. Grade two and three ELL students receive services through the Early Reading Intervention in the Classroom (ERIC) program. Small group instruction is provided to students in need of basic literacy skills. This is based on both a student's language level and reading level. Orton Gillingham services are provided to ELL students in need of decoding skills. AIS Speech, AIS SETSS and extended day programs are provided to ELL students based on their needs. Enrichment programs are offered to ELLs as well. These include Greek Mythology Club, Art Club, Drama Club, Chinese Dance Club, Italian Club, Global Partners Club, Computer Club and Zumba Club. Our school diversity is celebrated through various programs in our school. One of these programs is called the Global Partners Junior Program. Students in grade 5 participate in this program which allows them to connect to international peers via the internet and develop technology skills. Students communicate and learn via skype with an international community and collaborate on projects. The program includes visits to the United Nations and culminates with a project that is shared with other students who have participated in this program throughout New York City. ELLs in grades 2-5 are invited to participate in the Chess in the Schools Program. Our Chess Club participates in competitions throughout the city and nationwide. Grade 2 and 3 students are involved in a Chess program during the school day to promote critical thinking and problem solving strategies as well as improve social skills. Other enrichment programs available during the school day include the Arts Connection Program in grades K-1. This program develops oral language and literacy skills through music. In grade 2, students participate in the Chinese Dance Program. Grade 3 students participate in the Chess Program. Grade 5 students participate in the Ballroom Dancing Program. All of these enrichment programs are made available to ELL students. These programs are conducted in English.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

P.S. 160 adopted the ReadyGEN program that is aligned to the Common Core Learning Standards. Materials and resources from this program are used for all students including ELLs. However, in order to meet the needs of ELL students at various language proficiency levels, other resources are used to support ELLs. Visuals, bilingual picture vocabulary cards, magnetic letters, sight words materials, manipulatives and realia are used to increase vocabulary and develop phonics skills. Other materials are used during small group instruction including National Geographic Windows to Literacy, Benchmark Early Explorers and Rigby On Our Way to English. Technology tools such as Smartboards, document cameras and I-PADS are used to ensure instruction is interactive. Websites such as Starfall and Brain Pop ESL are used to allow ELL students to practice literacy and language skills. Multimedia programs such as Raz Kids allows students to listen and read fiction and informational texts at various reading levels. Students complete comprehension activities at the end of each text and teachers can monitor student progress. Bilingual fiction and nonfiction texts are made accessible for students that can read in their native language. Bilingual glossaries and dictionaries are made available to ELLs. Video clips are used to build vocabulary and background knowledge in the content areas. Test prep materials are also used to prepare ELL students for the NYSESLAT.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In the Transitional Bilingual Education (TBE) program, a certified bilingual teacher uses native language during content area and

native language arts instruction. Bilingual fiction and nonfiction materials are used in the classroom. At the beginning of the school year a ratio of 60% instruction in the native language and 40% in English is used to support ELL students in a bilingual class. However, as students develop English language skills native language instruction decreases and instruction in English increases. In the ESL program, native language support is used via bilingual resources and materials as well as bilingual staff members. Translated editions of the NYS Math and Science exams are made available to ELL students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required services support ELL students so that they may achieve success in both literacy and math. The challenges faced by ELLs in all areas require support that is consistent, addresses their needs and is scaffolded appropriately to meet the language demands necessary to meet the Common Core Learning Standards. Although the text in the ReadyGEN program is complex, the support materials and resources are appropriate for the grade.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Currently, there are no specific programs made available before the beginning of the school year. However, students new to the school are assigned a buddy in the classroom to help them acclimate to their new environment. Often these students are also their language partner. They translate for newcomer students on a daily basis.

18. What language electives are offered to ELLs?

Our school does not offer language electives at this time.

19. For schools with dual language programs:

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

Currently, our school does not have a Dual Language Program.

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Questions 1-4

Professional Development Calendar 2013-2014

August ReadyGEN professional development sessions conducted by Pearson

September Monthly Professional Learning Communities (PLC) days –Danielson
Framework, adapting the ReadyGEN curriculum to meet the needs of ELLs
Weekly common preps –collaborative planning between classroom teachers and ESL teachers

October Monthly Professional Learning Communities (PLC) days –Danielson
Framework, adapting the ReadyGEN curriculum to meet the needs of ELLs
Reviewing and scoring rubrics for the Measures of Student Learning performance tasks in ELA and Math in grades 3-5
Weekly common preps –collaborative planning between classroom teachers and ESL teachers

November Monthly Professional Learning Communities (PLC) days –Danielson
Framework, adapting the ReadyGEN curriculum to meet the needs of ELLs
Election Day- GO MATH training, IPAD training, OELL Conference
November 15-Tony Stead
Weekly common preps –collaborative planning between classroom teachers and ESL teachers

December Monthly Professional Learning Communities (PLC) days –Danielson
Framework, adapting the ReadyGEN curriculum to meet the needs of ELLs
Weekly common preps –collaborative planning between classroom teachers and ESL teachers

January Monthly Professional Learning Communities (PLC) days –Danielson
Framework, adapting the ReadyGEN curriculum to meet the needs of ELLs
Weekly common preps –collaborative planning between classroom teachers and ESL teachers

February Monthly Professional Learning Communities (PLC) days –Danielson
Framework, adapting the ReadyGEN curriculum to meet the needs of ELLs
Weekly common preps –collaborative planning between classroom teachers and ESL teachers

March Monthly Professional Learning Communities (PLC) days –Danielson
Framework, adapting the ReadyGEN curriculum to meet the needs of ELLs
Weekly common preps –collaborative planning between classroom teachers and ESL teachers

April Monthly Professional Learning Communities (PLC) days –Danielson

Framework, adapting the ReadyGEN curriculum to meet the needs of ELLs
Weekly common preps –collaborative planning between classroom teachers
and ESL teachers

May Monthly Professional Learning Communities (PLC) days –Danielson
Framework, adapting the ReadyGEN curriculum to meet the needs of ELLs
Weekly common preps –collaborative planning between classroom teachers
and ESL teachers

June Monthly Professional Learning Communities (PLC) days –Danielson
Framework, adapting the ReadyGEN curriculum to meet the needs of ELLs
Weekly common preps –collaborative planning between classroom teachers
and ESL teachers

Approximately 93% of students at P.S. 160K speak a language other than English at home. The push-in model of instruction is intended to support all our ELL students. Common planning time will be afforded to ESL teachers and their collaborative partners. Demographic and enrollment data indicates that our ELL population continues to grow. Therefore, additional professional development is necessary for all staff members as they are all teachers of ELLs. ESL teachers and their collaborative partners will meet to plan for instruction and to infuse ESL methodology and strategies into our current literacy program and content area programs. Analysis of data to drive instruction is conducted during scheduled professional learning community days, grade conferences and once a week during extended day. This includes looking at sample student work in writing on performance tasks administered throughout the year including other formative assessments across content areas. Professional Development for classroom teachers on the NYSESLAT will also be conducted by ESL staff members. All staff members are provided the opportunity to participate in professional development opportunities provided by the NYC Department of Education including the Office of ELLs as well as professional conferences provided throughout the school year. Currently, several staff members and administrators are attending the Response to Intervention for ELLs Institute, Nonfiction Writing for ELLs and Unpacking the NYSESLAT: Implications for Instruction provided by the Office of English Language Learners, Turnkey training will be provided at the school level by staff members attending these sessions to all other staff members. Documentation of staff development sessions for ELLs conducted within our school is maintained through sign in sheets and professional development agendas. Staff development sessions through outside conferences or meetings are documented on a conference log in the main office. These logs are kept on file from year to year and used to track the minimum 7.5 hours of ELL training required as per Jose P.

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

D. Parental Involvement

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

The major languages other than English spoken at P.S. 160K include, but are not limited to, Mandarin, Cantonese, Fukinese, Spanish, Urdu, Albanian, Arabic, Polish, Russian, Bengali, Gujarati, Ukrainian, Vietnamese, Hindi, Uzbek, Romanian, Filipino and Hungarian. The various cultures represented in the school are visible within the surrounding community as evidenced by local businesses, houses of worship, newspapers, and community based organizations. Chinese and Spanish are the dominant languages. The full time Parent Coordinator, who speaks several Chinese dialects in addition to Cantonese and Mandarin, serves as a bridge between the home and school community. She provides a great deal of support to parents of all students in particular English Language Learners. Bilingual teachers, support staff and bilingual parents provide support to parents and students of other languages. Our school continues to partner with the Brooklyn Chinese American Association (BCA). This organization provides our students the opportunity to attend afterschool programs that provide assistance with homework and other academic areas as well as provide enrichment activities for our students. Parent outreach is ongoing throughout the school year. Notices and letters are translated in order to keep parents informed of school activities and events. Parents are invited to attend ongoing orientation sessions throughout the school year. This includes the Parent Curriculum meetings conducted by each grade at the beginning of the school year and the Parent Orientation meeting informing parents of the ELL program choice available to their children. Monthly Parent Teacher Association (PTA) meetings are held. Translators and translation units are provided during such meetings. In an effort to increase attendance during PTA meetings, student performances and Citizen of the Month are conducted during these meetings. In addition, ELL parents are informed of school events and educational programs via the School Leadership Team. This team is comprised of administrators, parents and teachers who work collaboratively to make decisions and inform their constituents of the programs within the school. Parents are also encouraged to participate in the following activities: Computer and ESL Classes, Literacy Workshops, Spring Arts Festival, Fall and Spring Multicultural Festivals, Family Movie Night, Math Night, Chess Night, and Recognition Breakfasts for Caretakers of our students. Parents are also invited to participate in our weekend program called Parents as Arts Partners where culturally diverse arts workshops are provided. These activities provide our students along with their family members a chance to participate in fun filled activities. Volunteers, Community Leaders and Liaisons as well as school staff provide workshops to parents on various topics. Ongoing Curriculum Workshops in Math and Literacy will be offered to parents throughout the school year so that they maybe informed of the various programs and method of instruction. These workshops also provide parents with information regarding city and state assessments. Ongoing ESL Parent Program Orientation Sessions will be offered to inform parents of newcomer students throughout the year of the various English learning programs available citywide. An ESL Curriculum Workshop will be offered to parents of ELL students in order to provide them with strategies that will assist their children in acquiring the language. The Learning Leaders Programs provides curriculum workshops to parents in all grades. In addition, this program trains parent volunteers so that they turnkey information provided. Parenting workshops are also provided to parents of newly arrived students. These workshops are designed to address social and behavioral issues arising from students raised by other family members in their native country who then meet their parents for the first time after a few years. Opportunities for parents and their children to engage in meaningful activities as a family are provided through family trips. These trips allow all students, particularly ELLs to develop language skills and engage in activities alongside their family. Such events include trips to the Botanical Garden, where students and family members engage in a scavenger hunt as well as the Museum of Natural History. Not only do these provide opportunities for the family to be together, but it also provides opportunities for learning as they involve content area subject matter. These trips are conducted in the spring. In response to requests, more opportunities for parents to become active participants in their child's classroom monthly classrooms activities for parents have been scheduled across the grades. These include parents participating in Family Reading Day, coming in during the writing workshop and creating stories together with their child, publishing parties and participating in Science experiments with the students. Participating in our Arts Connection program for grades K and 1. Other activities include students completing writing genres such as a Narrative Procedure and then making or doing those procedures they wrote about with their parents (making a gingerbread house, playing a game, following directions to make origami shapes). These experiences create memorable moments in which the students are learning and sharing what they have learned with their parents who very often work long hours. These activities create a sense of pride and motivate students, particularly ELLs.

E. 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 response to question here:

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K160 School Name: William T. Sampson P.S.0 160

Cluster: 6 Network: 602

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.

Information is gathered through the Home Language Survey Form, informal interviews during registration and parent meetings. Requests for written translations in the dominant languages are made possible through the use of Translation folders and sign in notebooks kept in the main office. Staff members place the documents to be translated in the folder and indicate in the notebook the date of return. This system was created in order to provide parents with the translated documents in a timely fashion. These translations are completed by bilingual staff members including our Parent Coordinator. Translations are also completed via email either to a staff member or the translation unit whenever necessary. Our bilingual staff members and parent volunteers as needed provide oral translation to parents. We created a language needs survey using the information from the Home Language Survey Forms, ATS reports, and data on the school report card.

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.

Demographic and enrollment data indicates that ELL pupils are becoming a larger proportion of the student population of P.S.160K thereby expanding the need for certified ESL and Bilingual teachers. Ninety One percent of the total school population speaks a language other than English at home and 28% of the students are recent immigrants. The languages spoken include, but are not limited to, Mandarin, Cantonese, Fukinese, Fuchow, Toisanese, Spanish, Urdu, Albanian, Arabic, Polish, Russian, Bengali, Gujarati, Ukrainian, Vietnamese, Hindi, Uzbek and Romanian. The various cultures represented in the school are visible within the surrounding community as evidenced by local businesses, houses of worship, newspapers, and community based organizations. As stakeholders in the education of students of P.S. 160K, we offer this crucial data in identifying a need for all parents to be fully informed in as many languages as possible. Classroom teachers are made aware of the languages spoken by the parents of their students in order to ensure that letters are sent out in the appropriate language.

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.

Fortunately the school has a staff rich in cultural backgrounds We have teachers who can speak, read, and write in these three identified languages: Chinese, Spanish and Arabic. This enables us to provide efficient, quality, and timely written translation services to our parents. We post per session positions for written translation in these languages. The per-session hours we propose for these positions will be flexibly allocated according to the actual language needs of the school. Teachers hired for the proposed positions will work on flexible hours before and after school as needed. We will also set aside some supply money to have some translated parent education materials printed. Parent take home folders with school rules, schedules and procedures are produced in English, Chinese and Spanish.

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.

Oral translations are provided during registration, parent curriculum meetings, Parent Teacher Association meetings, parent teacher conferences, parent workshops, individual parent meetings, Conferences related to Special Education services such as IEP meetings and EPC conferences. Translators are also provided to disseminate important information regarding middle school applications and gifted and talented testing. All translations services are provided by staff, community members, translation unit and outside contracted translation services. These services also provide translation, when required, for NYS Assessments.

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>.

At P.S. 160 the Parents Bill of Rights are posted by the main entrance in various languages. Language signs are placed by the main entrance. Translation units are used during PTA and other curriculum meetings. Our Parent Coordinator is made available to translate as parents enter the building. Trained staff members also assist parents when translation is needed. Information regarding school events, student performance and behavior are translated accordingly. Additionally, translators are made available during registration and parent conferences for students receiving special education services and ELL services. All communication related to academic support services including afterschool and enrichment programs are translated as well.

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: Public School 160	DBN: 20K160
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 220
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 6
of certified ESL/Bilingual teachers: 6
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The total student enrollment at P.S. 160K is currently 1081 students encompassing grades kindergarten through five. Of those students, 705 have been identified as English Language Learners (ELLs). In the past few years, our overall enrollment has increased, thus creating issues including overcrowded classrooms and a lack of space. This led to the construction of a building annex and as a result, a significant increase in the overall student enrollment. Increase in enrollment has led to the continuous growth of our ELL population thereby creating a need for intensive instruction in reading and writing as well as in the content areas using ESL methodologies in order to meet the Common Core Learning Standards. Supplemental instruction in all Title III programs will be provided in English with native language support.

Supplemental instruction for ELLs is needed in order to improve student achievement on the New York State English Language Arts (NYS ELA) exam. An analysis of the Spring 2012 NYS ELA exam demonstrates a need for additional support for ELLs on the NYS ELA. Of the 267 ELLs in grades 3-5 who took the Spring 2012 NYS ELA exam, 65 students scored at a level one, 103 students scored at a level two and 99 students scored at levels 3 and 4. This data includes those students identified as ELLs, including discharged students, who took the Spring 2012 NYS ELA.

The school plan will include an English Second Language (ESL) after school program in grades 3-5. This after school program will meet two days per week for a duration of one hour and thirty minutes. This program will run from November through May for a total of 55 sessions. Six certified ESL teachers will provide instruction to approximately 100 students. Students in this program are grouped by language proficiency and independent reading levels. Small groups will allow teachers to better serve the needs of these students. This program will provide additional support outside the regular school day to focus on developing literacy and oral language skills. It will be planned and carried out to meet the needs of ELL students including additional support in the content areas. We hope this program will provide support to our ELL students in order to build independence, confidence and a sense of ownership of their education. This program will employ research based programs such as the Targeted Reading Intervention Program. This program targets various reading areas such as vocabulary, fluency and comprehension at different levels. Pre and post assessments are administered and results are used to differentiate instruction. This program also provides suggestions for scaffolding instruction for ELLs. Additionally, the Windows to Literacy by National Geographic, content based program will be used to support ELLs in the content area. Bilingual materials including bilingual dictionaries, picture dictionaries and literature will be used to provide native language support for ELLs. For those ELL students who are newcomers in grades 3-5 and are low level readers, the researched based program Reading Instructional

Part B: Direct Instruction Supplemental Program Information

Goals for Older Readers (RIGOR) will be used to support reading instruction. Basic teacher resources and supplies will be utilized in these programs. Other researched based programs that will be used during this program also include Rigby On Our Way to English and Benchmark Explorers. These programs are also researched based and designed to meet the needs of ELL students. Additional beginning level reading materials will be used to meet the needs of Newcomer students in this program. The Orton Gillingham methodologies will be used to provide emergent readers at beginning proficiency levels with the reading skills and strategies necessary.

An analysis of the New York State English Second Language Achievement Test (NYSESLAT) results demonstrates an overall continual growth of language proficiency levels; however, there is still a need to increase the number of students reaching overall proficiency on the NYSESLAT as well as improvement on the reading and writing subtest. For this reason, advanced level ELL students in grades 3 and 5 will receive additional support in preparation for the NYSESLAT. The Saturday ESL Program will provide this support. This Saturday program will meet once a week for a duration of three and a half hours. Approximately 30 ELL advanced proficiency level students will be served in grades three and five by one certified ESL teacher. This program will be conducted from November through May for a total of 21 sessions. A supervisor will be available to coordinate this program and provide support to the staff. The Spring break NYSESLAT Test Prep program will be conducted in March across three days. Each session is three and half hours long for a total of ten and a half hours. A supervisor will be available to coordinate these programs and provide support to the staff. This program will target approximately 60 advanced proficiency level ELL students in grades 3-5. Two certified ESL teachers will provide small group instruction focusing on reading, writing and grammar skills. These materials include, but are not limited to the use of Brain Pop ESL, NYSESLAT test preparation materials and other reading programs such as Rigby On Our Way to English. ESL methodologies will be incorporated into the planning and preparation for instruction in these programs. An ESL Morning Program will be conducted in order to meet the needs of our grade 4 advanced proficiency level students. These students demonstrate a need in all modalities. A total of 15 students will participate in the morning program. This program will be conducted by a certified ESL teacher. This ESL Morning Program will meet three days a week for a duration of 50 minutes and a total of 47 sessions.

Additional materials such as On Our Way to English, Brain Pop ESL technology license, lower leveled reading materials for newcomer students, Windows to Literacy by National Geographic, NYSESLAT test preparation materials, bilingual resources and other teaching materials will be purchased and used within these programs. Bilingual resources include bilingual dictionaries, literature and picture cards.

All ELLs are afforded the opportunity to participate in the following programs, but do not utilize Title III funds: Literacy Plus Programs are offered to all students including ELLs and former ELLs (FELLs) in grades 3, 4 and 5. This program provides additional support in preparation for the NYS ELA exam. A Saturday Book Club Program is offered to students in grades 4 and 5. This year the Office of English Language Learners has offered an Arts program to our students to develop literacy and language. This program focuses on literature circles in order to increase comprehension through accountable talk. Due to the high number of ELL students, there is a need to increase oral language skills. Therefore, an Arts Connections program is conducted in kindergarten and first grade. This program develops oral language

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skills through music. Additionally, there is a Chinese Dance Program for grade two students. Our school diversity is celebrated through various programs in our school. One of these is the Global Partners Junior Program. Students in grade five participate in this program which allows our students to connect to international peers via the internet and to further develop technology skills. Students communicate and learn via Skype with an international community and complete projects together. The program includes visits to the United Nations. The program culminates with a project that is shared with other students who have participated in this program throughout New York City. At P.S. 160 we believe in developing the child as a whole. For this reason, we offer all students including ELLs and FELLs opportunities to participate in enrichment programs. These programs are connected to content area curriculum. They include Debate Club, Mythology Club, Computer Club, Environmental Club and Math Club. The arts are also a part of our school curriculum. Arts enrichment programs include Martial Arts, Dance Club, Art Club and Glee Club. This year we are proud to be participating in the Chess in the Schools program. Our Chess Club participates in competitions throughout the city and has won several trophies. Last year our Chess Team participated in the National Chess Competition. This year we have expanded our Chess program to include students in grade two and three. The Chess Program is conducted during the school day to promote critical thinking and problem solving strategies as well as improve social skills. This year the Office of English Language Learners has provided us the opportunity to participate in a Saturday Arts Program which includes dance and theater. This program will allow students develop literacy and language skills.

Part C: Professional Development

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

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

Begin description here: Approximately 91% of students at P.S. 160K speak a language other than English at home. The push-in model of instruction is intended to support all our ELL students. Common planning time will be afforded to ESL teachers and their collaborative partners. Demographic and enrollment data indicates that our ELL population continues to grow. Therefore, additional professional development is necessary for all staff members as they are all teachers of ELLs. During the previous school year, monthly professional development sessions were used to align our curriculum to the Common Core Learning Standards including the language and grammar components. These curriculum units are currently in place this school year. ESL teachers and their collaborative partners will meet to plan for instruction and to infuse ESL methodology and strategies into this curriculum. Ongoing professional development is conducted throughout the school year. These sessions will be conducted by our coach as well as ESL teachers. These Professional Learning Community sessions allow the ESL teachers and classroom teachers to plan collaboratively. Teachers will attend professional development sessions and conferences offered by the Office of English Language Learners as well as other educational organizations. Teachers attending these workshops will turnkey the information to other staff members.

Part D: Parental Engagement Activities

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: The major languages other than English spoken at P.S. 160K include, but are not limited to, Mandarin, Cantonese, Fukinese, Spanish, Urdu, Albanian, Hungarian, Arabic, Polish, Russian, Bengali, Ukranian, Hindi and Uzbek. The various cultures represented in the school are visible within the surrounding community as evidenced by local businesses, houses of worship, newspapers and community based organizations. Various Chinese dialects and Spanish are the dominant languages. Our full time Parent Coordinator, who speaks several dialects in addition to Cantonese and Mandarin, will continue to provide a great deal of support to parents of all English Language Learners. Bilingual teachers, support staff and bilingual parents informed of school activities and events. Parents are invited to attend ongoing orientation sessions throughout the school year. Monthly Parent Teacher Association (PTA) meetings are held. Translators and translation units are provided during such meetings. In addition, ELL parents are informed of school events and educational programs via the the School Leadership Team. This team is comprised of administrators, parents and teachers who work collaboratively to make decisions and inform their constituents of the programs within the school. In addition to mandated parent orientation meetings and activities, parent engagement activities are offered on a monthly basis in each classroom. Many of our new students are meeting their parents for the first time in four or five years as they are born in the United States and return to their native country at birth. Many students will return when they are of school age. We strive to create a risk free environment and provide opportunities for parents to become active participants in their child's education. Teachers invite families into their classrooms on a monthly basis providing authentic experiences for our parents and students to learn together. Our Parent Coordinator and School Psychologist provide monthly workshops on parenting skills and literacy development. Additionally, school families are invited to attend Title I Math Night (Fall and Spring), Monthly Movie Nights, Parent Computer classes(five week sessions in Fall and Spring), Title III Immigrant Parent ESL classes (Fall and Spring), Spring Arts Festival and Parents as Arts Partner program.

A Title III Multicultural Festival is conducted in the fall and the spring in order to build connections and celebrate our differences within our school community. It is an opportunity for families to come together and engage in fun activities as a community. During the Multicultural Festival, our families participate in arts and crafts activities, dance to cultural music and share a meal together. Multicultural games are played and each family receives a prize at the end of the evening. The school provides paper goods, serving utensils, decorations, food and prizes for participating families. Approximately 150-200 family members of ELLs, new immigrants and former ELL students participate in this event. Twenty to twenty five staff members organize and conduct this event. An administrator is also available to supervise, organize and assist during this event. Invitation letters for all parent involvement activitites are translated into the dominant languages and sent home with our students.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
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 curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		