



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** WALTER FRANCIS BISHOP  
**DBN (i.e. 01M001):** 28Q160  
**Principal:** TIFFANY HICKS  
**Principal Email:** THICKS2@SCHOOLS.NYC.GOV  
**Superintendent:** DR. BEVERLY FOLKES-BRYANT  
**Network Leader:** DANIELLE GIUNTA

### 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 |
|---------------------|--|-----------|
| Tiffany Hicks       | *Principal or Designee   |           |
| Barbara Reill       | *UFT Chapter Leader or Designee  |           |
| LaTanya Taylor      | *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  |           |
| Kimlene Ragoonanan  | Member/ Parent   |           |
| Carmen Boochay      | Member/ Parent   |           |
| Sherry-Ann Sohun    | Member/ Parent   |           |
| Cindy Roodal        | Member/ Parent   |           |
| Khaminee Mohabir    | Member/ Parent   |           |
| Aldrea Williams     | Member/ Parent   |           |
| Rohanie Doobay      | Member/ Parent   |           |
| Cheryl Place        | Member/ Assistant Principal  |           |
| Maria Kapetanos     | Member/ Teacher  |           |
| Catherine Frangella | Member/ Teacher  |           |
| Shirley Arshad      | Member/ Teacher  |           |
| Michele Zink        | Member/ Teacher  |           |
| Anita Dodell        | 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 |  |
|--|--|
| <b>x</b>   | <b>School Leadership Team Signature Page</b>   |
|  | <b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>             |
|  | ▪ Annual Goal  |
| <b>x</b>   | ▪ 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)                           |
| <b>x</b>   | <b>Academic Intervention Services (AIS)</b>  |
| <b>x</b>   | <b>Title I Plan (Only for schools receiving Title I funding)</b>                                 |
| <b>x</b>   | <b>Parent Involvement Policy (PIP)</b>   |

## 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, in order to build mathematics literacy, we will incorporate pre- and post-assessment data analysis to identify gaps in student understanding of mathematical vocabulary, symbols, and key terms that are demanded by the Common Core Learning Standards. This will inform the use of specific pedagogical techniques and additional resources to ensure comprehension and correct use by students in written and oral explanations so that there is a 10% increase in the percentage of students in grades 4 and 5 reaching proficiency levels on the New York State Mathematics Test as reported in the Performance section of the 2013-2014 New York City Progress Report.

### 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.

In analyzing our math data we found the following: 45% drop in math proficiency levels from 2011-2012 to 2012-2013; 8.1% of students are proficient in math leaving grade 3; 11.4% of students proficient in math leaving grade 4; math benchmark assessment scores based on previous year's standards revealed 38.3% proficient in grade 4 and 45.5% proficient in grade 5

### 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. Provide professional development for teachers on the use of data driven instruction
2. Create a mathematics vertical team to look at math instruction across grades and classrooms
3. Provide professional development on unpacking the common core standards in mathematics
4. Implement a focus on math for the students attending the extended day program
5. Initiate the use of Exemplar math tasks and problem solving method

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

1. Principal, assistant principals and Magnet Resource Specialist.
2. One (1) teacher per grade, CFN math specialist, one (1) assistant principal
3. Principal, CFN math specialist, math lead teachers
4. Teachers in grades 4 and 5
5. Two (2) teachers, Deb Armitage from Exemplars, Cluster and Network personnel

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

1. Attend teacher team meetings; assessment calendar; feedback from professional development sessions; formal and informal observations of teachers with a focus on component 3d (using assessment in instruction)
2. Agendas and minutes from team meetings; formal and informal observations during math instruction; feedback from teachers and network math specialist
3. Agendas and minutes from teacher team meetings; attending teacher team meetings; collecting and analyzing lesson plans to look for infusion of new math learning
4. Observations of teachers during extended day; student progress tracked in Skedula
5. Lab site teachers turn-key new learning to colleagues; observations of teachers using Exemplars strategies during math instruction; analysis of student work

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

1. Once per month from November 2013-June 2014
2. Once per month from September 2013-June 2014
3. Once per month from November 2013-June 2014
4. Twice per week from October 2013-June 2014
5. Three (3) times during the school year – October 2013, December 2013, February 2014

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

1. No additional cost associated with this activity
2. Per session provided for teachers to meet after school; CFN set aside
3. Per session provided for teachers to meet after school; CFN set aside

4. No additional cost associated with this activity
5. No additional cost associated with this activity

**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).

Conduct parent workshops on math content and Common Core Learning Standards; provide access to Go Math Academy; Coffee and Conversation with the principal to discuss content and curriculum; school-wide and grade specific newsletters; Skedula; school website

**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 | X | Set Aside | X | Grants |
|---|----------|---|----------|--|-----------|--|-----------|---|-----------|---|--------|
|---|----------|---|----------|--|-----------|--|-----------|---|-----------|---|--------|

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

Federal Integration Magnet

**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, teachers will use Bloom's Taxonomy and Webb's Depth of Knowledge to plan for an array of questioning techniques to prompt low, mid and higher level cognitive processing for all students and select instructional strategies that match the content and cognitive complexity in the standards and to increase student learning so that there is a 10% increase in the percentage of students in grades 4 and 5 reaching proficiency on the New York State English Language Arts Exam as reported in the Performance section of the 2013-2014 New York City Progress Report.

**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.

In analyzing our ELA data we found: there was an 18% drop in ELA scores overall across the school; 0% of students in a self-contained class scored Level 3 or 4; 6.3% of SWD in Integrated Co-Teaching classes scored Level 3 or 4; 6.7% of students who receive Supplemental Education Teacher Support Services (SETSS) scored at Level 3 or 4; 26.3% of students were proficient leaving grade 3; 12.7% of students were proficient leaving grade 4. Teachers College benchmark data showed that in September 48% of grade 4 students were performing at Levels 1 and 2 and 38.7% of students in grade 5 were performing at Levels 1 and 2.

**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. Teachers will receive professional development in order to understand the instructional shifts and Common Core Learning Standards in ELA
2. Teachers will receive professional development in order to have a normed understanding of the Danielson Framework for Teaching
3. Create a Literacy Vertical Team to look at literacy instruction across grades and classrooms
4. Students will have access to Raz Kids to supplement regular reading instruction

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

1. Principal, assistant principals, Magnet Resource Specialist, CFN Achievement Coaches
2. Principal, assistant principals, Magnet Resource Specialist, CFN Achievement Coaches
3. One (1) teacher per grade (teacher teams), Magnet Resource Specialist, CFN Achievement Coaches
4. All classroom teachers

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

1. Attend teacher team meetings; assessment calendar; feedback from professional development sessions; formal and informal observations of teachers with a focus on component 3d (using assessment in instruction)
2. Agendas and minutes from team meetings; formal and informal observations during math instruction; feedback from teachers and network math specialist
3. Agendas and minutes from teacher team meetings; attending teacher team meetings; collecting and analyzing lesson plans to look for infusion of new math learning
4. Track profess of time spent on Raz Kids to Teachers College data

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

1. Once per month from November 2013-June 2014
2. Once per month from September 2013-June 2014
3. Once per month from November 2013-June 2014
4. Three (3) times per week for small group instruction; daily at home from October 2013-June 2014

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

1. No additional cost associated with this activity
2. Per session provided for teachers to meet after school; CFN set aside
3. Per session provided for teachers to meet after school; CFN set aside
4. Level 1 Funding

**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).

Conduct parent workshops on literacy content and Common Core Learning Standards; provide information on Ready Gen Balanced Literacy and Raz Kids; Coffee and Conversation with the principal to discuss content and curriculum; school-wide and grade specific newsletters; Skedula; school website

**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 | X | Set Aside | X | Grants |
|---|----------|---|----------|--|-----------|--|-----------|---|-----------|---|--------|
|---|----------|---|----------|--|-----------|--|-----------|---|-----------|---|--------|

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

X Federal Integration Magnet Grant

**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, 100% of teachers will possess a normed understanding of competencies 1e, 3b, 3c and 3d from Charlotte Danielson's Framework for Teaching included in the new teacher evaluation and development system to improve pedagogy by focusing on lesson design, assessment, questioning, and discussion techniques to improve pedagogical delivery including the inclusion of multiple entry points to improve student achievement for all students including those students who require additional supports as well as extensions to the curriculum.

**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.

September 2013 marked the implementation of a new Teacher Evaluation and Development System.

**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. Provide professional development to teachers so that there is a normed understanding of the Danielson Framework
2. Provide professional development to teachers on curriculum mapping, unit and lesson planning and Universal Design for Learning (UDL)
3. Teachers engage in ARIS Learn Learning Opportunities based on observation feedback
4. Work with DOE Talent Coach to align observation data to the Danielson rubrics and providing high quality, high leverage feedback to teachers

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

1. Principal, assistant principals
2. Magnet Resource Specialist
3. All teachers, assistant principals
4. DOE Talent Coach, principal, assistant principals

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

|  |
|--|
| <ol style="list-style-type: none"> <li>Attend teacher team meetings; assessment calendar; feedback from professional development sessions; formal and informal observations of teachers with a focus on component 3d (using assessment in instruction)</li> <li>Agendas and minutes from team meetings; formal and informal observations during math instruction; feedback from teachers and network math specialist</li> <li>Track feedback and performance levels from formal and informal observations</li> <li>Track ratings in Advance</li> </ol> |
| <b>D. Timeline for implementation and completion including start and end dates</b>   |
| <ol style="list-style-type: none"> <li>Once per month from November 2013-June 2014</li> <li>Once per month from September 2013-June 2014</li> <li>Ongoing from September 2013-June 2014 depending on observation option chosen by individual teachers</li> <li>Once every other month from September 2013-June 2014</li> </ol>   |
| <b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>  |
| <ol style="list-style-type: none"> <li>No additional cost associated with this activity</li> </ol>   |

**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).                           |
| Conduct parent workshops on grade level expectations; provide pd to parents of ELL's and SWD's; Coffee and Conversation with the principal to discuss content and curriculum; school-wide and grade specific newsletters; Skedula; school website |

**Budget and Resource Alignment**

|   |                 |          |                 |  |                  |  |                  |  |                  |          |               |
|---|-----------------|----------|-----------------|--|------------------|--|------------------|--|------------------|----------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. |                 |          |                 |  |                  |  |                  |  |                  |          |               |
| <b>X</b>  | <b>Tax Levy</b> | <b>X</b> | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> | <b>X</b> | <b>Grants</b> |
| List any additional fund sources your school is using to support the instructional goal below.        |                 |          |                 |  |                  |  |                  |  |                  |          |               |
| Federal Integration Magnet Grant  |                 |          |                 |  |                  |  |                  |  |                  |          |               |

**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**

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| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  |
| In order to increase regular student attendance, which is critical to success in school, by June 2014 we will establish and maintain contact with families and social service providers to reduce the number of chronically absent students by 10% and increase the percentage of average daily attendance to 94% as measured by the RGAR report in ATS. |

**Comprehensive Needs Assessment**

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|---|
| 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.  |
| In reviewing our attendance data we found the following: the attendance rate for last year was 92.5%; there is an average daily absence rate of 40 students; students are chronically absent; school-wide attendance is below the city average as reported by the Progress Report |

**Instructional Strategies/Activities**

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|---|
| 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.  |
| <b>A. Strategies/activities that encompass the needs of identified subgroups</b>  |
| <ol style="list-style-type: none"> <li>Attendance teacher makes phone calls and home visits for chronically absent students</li> <li>Implement the Every Day Counts initiative</li> <li>Parent coordinator makes daily phone calls to homes and sends letters to absent students</li> <li>Create a Star Attendance Bulletin Board; rewards for classes with the highest attendance</li> </ol> |
| <b>B. Key personnel and other resources used to implement each strategy/activity</b>  |

|   |
|---|
| 1. Attendance Teacher, assistant principals<br>2. Principal, parent coordinator<br>3. Parent coordinator<br>4. Principal  |
| <b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>  |
| 1. Attendance in monitored; students with poor attendance tracked monthly<br>2. Track patterns for increased attendance<br>3. Track patterns, look at list of students for whom letters were sent to monitor for an increase in attendance<br>4. Monitor attendance across grades |
| <b>D. Timeline for implementation and completion including start and end dates</b>  |
| 1. Once per week from September 2013-June 2014<br>2. Daily announcements from September 2013-June 2014<br>3. Bi-weekly phone calls once per month from September 2013-June 2014<br>4. Once per month from September 2013-June 2014  |
| <b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>   |
| 1. No additional cost associated with this activity<br>2. School funds for incentives and prizes<br>3. Parent Coordinator funds<br>4. School funds for incentives and prizes  |

**Strategies to Increase Parental Involvement**

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|--|
| 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).                              |
| Conduct outreach to parents regarding attendance; Coffee and Conversation with the principal to discuss content and curriculum; school-wide and grade specific newsletters; Skedula; school website; wake up phone calls; 100% attendance assemblies |

**Budget and Resource Alignment**

|   |                 |  |                 |  |                  |  |                  |  |                  |          |               |
|---|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|----------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. |                 |  |                 |  |                  |  |                  |  |                  |          |               |
| <b>X</b>  | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> | <b>X</b> | <b>Grants</b> |
| 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**

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|---|
| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.   |
| In order to ensure the integration of our magnet theme of the arts through STEM into core subjects and improve student achievement in English Language Arts, Mathematics and Science, by June 2014 we will partner with professional arts and STEM organizations who will provide opportunities for student immersion in a variety of hands-on/minds-on learning experiences and investigations resulting in outcome evaluations that indicate a minimum of 75% of program goals have been met. |

**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.  |
| In analyzing our ELA data we found: there was an 18% drop in ELA scores overall across the school; there was also 45% drop in Math scores overall. 87% of the students in 4 <sup>th</sup> grade were proficient on the Science Exam. We need to focus on college and career readiness in accordance with the Citywide Instructional Expectations. |

**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. |
| <b>A. Strategies/activities that encompass the needs of identified subgroups</b>   |
| 5. Establish partnerships with various organizations as stated in the Magnet Grant.  |

|  |
|--|
| 6. Provide professional development on Magnet Themed implementation and integration.   |
| <b>B. Key personnel and other resources used to implement each strategy/activity</b>   |
| 5. Midori Music, Jamaica Center for Arts and Learning, Roundabout Theater  |
| 6. Magnet Resource Specialist and outside partnerships   |
| <b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>   |
| 1. Implementation of hands on activities in class. Survey from teachers and students. Measuring program effectiveness against Arts standards competencies. |
| 2. Magnet PD Binder, Classroom Observations, Effective Implementation of the magnet theme. Monitoring of student progress.                                 |
| <b>D. Timeline for implementation and completion including start and end dates</b>   |
| 1. Ongoing from January 2014 - June 2014.  |
| 2. Twice per month from January 2014 – June 2014.  |
| <b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>                                    |
| 1. Magnet Funding  |
| 2. Magnet Funding  |

***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).   |
| Conduct parent workshops on math content and Common Core Learning Standards; provide access to Go Math Academy; Coffee and Conversation with the principal to discuss content and curriculum; school-wide and grade specific newsletters; Skedula; school website |

***Budget and Resource Alignment***

|   |                 |  |                 |  |                  |  |                  |  |                  |          |               |
|---|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|----------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. |                 |  |                 |  |                  |  |                  |  |                  |          |               |
|   | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> | <b>X</b> | <b>Grants</b> |
| List any additional fund sources your school is using to support the instructional goal below.        |                 |  |                 |  |                  |  |                  |  |                  |          |               |
| Federal Magnet Grant  |                 |  |                 |  |                  |  |                  |  |                  |          |               |

### 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**

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>   | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>   | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|---|--|--|
| <b>ELA</b>  | - Tailored Instruction - Unique to needs in all grades. A concentration on comprehension and Phonics using <i>Foundations</i> , FP Phonics, Wilson and Making Meaning. Fountas and Pinnell, | Small Group (maximum 10)<br>Small Group - Grades 1& 2<br>Extended Session – 37.5 minutes-<br>Twice a week  | School Day<br>Extended Day   |
| <b>Mathematics</b>  | Tailored Instruction - Unique to needs in all grades. A concentration on Test Preparation and Sophistication  | Small Group (maximum 10)<br>Small Group – (maximum 10)<br>Grades 4&5<br>Extended Session – 37.5 minutes-<br>Twice a week   | School Day<br>Extended Day   |
| <b>Science</b>  | Tailored instruction focused on content area reading.<br>Foss Kits<br>Harcourt School Publishers  | Small group instruction  | School Day   |
| <b>Social Studies</b>   | Tailored instruction focused on content area reading.<br>Houghton Mifflin   | Small group instruction  | School Day   |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | <b>School Psychologist</b> –<br>Through games<br>Just Words<br>Life Space<br><b>Guidance Counselor</b><br>PBIS, Chess Club  | Small Group - 3-5 students<br>Small Group–8 students - Grades 1,2<br>Small Group- 8 students -Grades 3-5<br>1 to 1<br>During the school day -Three times a week - for 1 period | Extended Day<br>Daily- School Day<br>Daily- School Day<br>Daily- School Day                    |

**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 *TA 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. |                                  |  |   |
| <b>x</b>   | <b>School Wide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |
|  |                                  |  | <b>Non-Title I</b>                      |

**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.  |
| 100% of teachers deemed Highly Qualified as per the BEDS survey. Additionally, we provide mentoring for teachers new to the profession as well as new to a grade. Teachers in all grades and subject areas receive ongoing, targeted, differentiated professional development |

**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).  |
| All professional development is aligned to the data that we collect through observations, common core standards, and the instructional shifts. We also design pd that aligns to the schools vision and mission. Professional development is coordinated by the Administration, Network Support Specialists and Coach. Teachers are provided with planning days to work together as a grade, provide vertical articulation, the use of authentic assessment tools and to develop curricular and common core aligned instructional materials. The school cabinet meets regularly to reflect on and refine school-based practices and update the professional development plans. |

**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 <i>the intent and purpose</i> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| We provide families with Metrocards and provide students with backpacks and school supplies throughout the year.  |

**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.). |
| We hold an annual open house for Pre-K parents. The Family Worker and Parent Coordinator design workshops for parents of students that are Turning 5. The Pre-K Social Worker also provides workshops for these families as well.                               |

**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. |
| Teams are established to look at the assessments and provide the administrative cabinet with feedback. We also have a curriculum team that meet with vendors so that decisions are made collectively.   |

**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**

**P.S.160Q**

Walter Francis Bishop Magnet School of the Arts

Tiffany Hicks, Principal

Cheryl Bender, Assistant Principal  
109-59 Inwood Street • Jamaica, NY 11435 • Phone: 718-526-5523 • Fax: 718-526-8191

Cheryl Place, Assistant Principal  
109-59 Inwood Street • Jamaica, NY 11435 • Phone: 718-526-5523 • Fax: 718-526-8191

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

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

**P.S.160Q**  
Walter Francis Bishop Magnet School of the Arts

Tiffany Hicks, Principal

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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 <b>28</b>   | Borough <b>Queens</b> | School Number <b>160</b> |
| School Name <b>Walter Francis Bishop Elementary School</b> |                       |                          |

### 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 <b>Tiffany Hicks</b>                                     | Assistant Principal <b>Ms. Bender/Ms.Place</b> |
| Coach <b>Aline Lubin</b>   | Coach <b>type here</b>                         |
| ESL Teacher <b>Andrea Holland</b>                                  | Guidance Counselor <b>Mr. Amey</b>             |
| Teacher/Subject Area <b>type here</b>                              | Parent <b>type here</b>                        |
| Teacher/Subject Area <b>type here</b>                              | Parent Coordinator <b>Ms. Guzman</b>           |
| Related Service Provider <b>Cathee Frangella/SETTS</b>             | Other <b>type here</b>                         |
| Network Leader(Only if working with the LAP team) <b>type here</b> | Other <b>type here</b>                         |

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

|   |          |  |  |  |  |
|---|----------|--|--|--|--|
| Number of certified ESL teachers currently teaching in the ESL program.           | <b>1</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  |  | Number of teachers who hold both content area and ESL certification          |  |
| Number of certified bilingual teachers currently teaching in a bilingual program  |          | Number of certified NLA/foreign language teachers  |  | Number of teachers who hold both a bilingual extension and ESL certification |  |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program |          | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification |  | Number of special education teachers with bilingual extensions               |  |

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | <b>623</b> | Total number of ELLs | <b>38</b> | ELLs as share of total student population (%) | <b>6.10%</b> |
|--|------------|----------------------|-----------|---|--------------|

## 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 type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| 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 | Total # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| Push-In  |   | 1 | 1 | 1 |   |   |   |   |   |   |    |    |    | 3       |
| Pull-out   | 2 | 1 | 1 | 1 | 2 | 2 |   |   |   |   |    |    |    | 9       |
| <b>Total</b>   | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 12      |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |   |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs                    | 38 | Newcomers (ELLs receiving service 0-3 years) | 29 | ELL Students with Disabilities | 7 |
| SIFE                        |    | ELLs receiving service 4-6 years             | 9  | Long-Term (completed 6+ years) | 1 |

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           |     |      |     |     |      |     |     |      |     | 0     |
| Dual Language |     |      |     |     |      |     |     |      |     | 0     |
| ESL           | 29  |      | 3   | 8   |      |     | 1   |      |     | 38    |
| Total         | 29  | 0    | 3   | 8   | 0    | 0   | 1   | 0    | 0   | 38    |

Number of ELLs who have an alternate placement paraprofessional: 3

### 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 |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

\*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 | EL    | EP |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0     | 0  |

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

**This Section for Dual Language Programs Only**

|   |                                    |                  |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |                  |
| Ethnic breakdown of EPs (Number):                                 |                                    |                  |
| African-American: ____  | Asian: ____                        | Hispanic/Latino: |
| Native American: ____   | White (Non-Hispanic/Latino): ____  | Other:           |

**Freestanding English as a Second Language**

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

|              | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish      | 4 | 6 | 4 | 3 | 5 | 5 |   |   |   |   |    |    |    | 27    |
| Chinese      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali      | 1 | 1 | 1 |   |   |   |   |   |   |   |    |    |    | 3     |
| Urdu         |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic       |   | 2 | 1 | 1 |   | 1 |   |   |   |   |    |    |    | 5     |
| Haitian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| French       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi      | 1 |   |   |   |   |   |   |   |   |   |    |    |    | 1     |
| Polish       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other        |   |   | 1 |   | 1 |   |   |   |   |   |    |    |    | 2     |
| <b>TOTAL</b> | 6 | 9 | 7 | 4 | 6 | 6 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 38    |

## 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) | 10 | 1 |   |   |   |   |   |   |   |   |    |    |    | 11    |

| 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)   |    | 4 | 2 |   | 2 | 1 |   |   |   |   |    |    |    | 9     |
| Advanced (A)  | 1  | 4 | 4 | 4 | 2 | 3 |   |   |   |   |    |    |    | 18    |
| Total   | 11 | 9 | 6 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 38    |

| 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                     | 2       | 1       |         |         | 3     |
| 4                     |         |         |         |         | 0     |
| 5                     | 2       | 3       |         |         | 5     |
| 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                     |         |    |         |    |         |    |         |    | 0     |
| 4                     | 1       |    | 1       |    |         |    |         |    | 2     |
| 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                     |         |    |         |    |         |    |         |    | 0     |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.  
To assess the early literacy skills of English Language Learners, P.S. 160 uses Teacher's College Running Records, teacher observations and informal assessments. Running records are used to record the child's oral reading skills. It uses a set of conventions in order to provide data that will allow the teacher to evaluate the child's decoding skills, reading accuracy, comprehension and fluency.  
The data from the running records are analyzed and used to directly provide reading strategies needed to be in place for our ELL's as well independent reading leveled books.  
This data will also help to create an instructional plan that best meets the needs of our ELL's. Differentiated instruction and multiple entry points, across all modalities are implemented based on the individual needs of our ELL population.  
The results from running records indicate that most of our English Language Learners have not met the benchmarks in reading. Targeted instruction is needed in the areas of phonics, higher order thinking, inferential and literal reflection of texts as well as text to self-connections
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns across all proficiency levels reveal that listening and speaking are the stronger modalities. Students are more deficient in the reading and writing modalities.
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](#))  
Patterns across NYSESLAT modalities- reading/writing and listening/speaking are used to drive instructional decisions. Multiple entry points on targeted instruction are designed to meet the needs of each student. NYSESLAT data reveals that writing is the weakest modality. It is also important to take into account that it takes a student longer to reach writing proficiency.
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?Students in kindergarten through second grade had the weakest scores on the reading subtest. In grades three through five the writing subtest was the weakest.  
Periodic Assessments for English Language Learners provide important data for planning instruction. The data ascertained is analyzed and therefore target instruction can be implemented. From the periodic assessments, English Language Learners have difficulty with conventions of grammar as well as reading.
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](#).)  
Data collected for English Language Learners within the Response to Intervention framework is used to serve ELL's who are at-risk for academic difficulties. It is used for prevention and early intervention based on a tiered system of instructional support. Data revealed indicates differentiated instruction is needed to meet the diverse needs of our students. Instruction for ELLs is also based on their language needs as well as understanding the language learning process of ELL's. Within the RtI framework, information is being gathered through formal and informal assessments. The data from these assessments are being interpreted and read in a nondiscriminatory way. Additional data is obtained from service providers as well as classroom teachers.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Informal assessments are used to provide us with the students' skills, abilities and ongoing progress of English Language Learners. Explicit instruction of academic language is used across academic content area and aligned to grade level standards. Students have access to grade-appropriate knowledge and skills by using methods such as scaffolding and incorporating their native language.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Observations, informal assessments, research-based assessments, along with program assessments such as those attached with Wilson Program help to evaluate success of the current program for 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](#).)  
Parents complete a Home Language Identification Survey (HLIS) in the main office upon registering their child. A licensed pedagogue supports and assists parents as they complete the survey. The pedagogue is able to make an initial determination of the child's home language. This is done after an informal interview is conducted. The completed home language surveys are placed in the student's cumulative folder. The pedagogues assigned for the interview process include coaches, ESL teacher and curriculum specialist. An ESL teacher is available to answer any questions that the parents may have. If a parent speaks Spanish only, our parent coordinator helps to translate during the interview process. If there is a language that we are unable to translate, we use the DOE translation services to help assist us with the interview process.  
If the home language identification survey indicates that a language other than English is spoken in the child's home, the child is therefore administered the LAB-R within the first ten days of their enrollment in school to determine their language proficiency level. For newly enrolled ELL'S whose home language is Spanish and they do not pass the LAB-R, they are administered a Spanish LAB to determine language dominance. The Spanish LAB is given to these students by a licensed pedagogue who is fluent in Spanish. The LAB-R is hand scored and the results determine if the student is entitled to receive English as a Second Language services. It also determines their level of placement. Once this is determined, parents receive brochures and different resources to help assist them in making a decision about what type of program they want for their child. The programs that students are entitled to include a Transitional Bilingual Program, a Freestanding English as a Second Language Program and a Dual Language Program.  
Parents receive an Entitlement Letter. This letter explains as well as notifies parents that their child is eligible to receive English as a Second Language services.  
The NYSESLAT is given to English Language Learners in the Spring by our licensed English as a Second Language teacher. It is used annually to evaluate our English Language Learners. The scores from the NYSESLAT help the ESL teacher to plan instruction as well as to group our ELL students according to their proficiency. It is also used to determine the length of their instructional time.
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.  
Parents are notified of their child's eligibility for ELL services. Parents are invited to attend an orientation session at the beginning of the school year. These orientation sessions are also held throughout the school year for newly enrolled students. These sessions are conducted by our ESL teacher with the help of our parent coordinator. It is an informational session as well as a session to answer any questions and address any concerns. It addresses information on standards and assessments. Parents sign in to the orientation session where they are given an agenda, a Parent Survey and Parent Selection Form as well as brochures. These documents are given to parents in their native language. After these forms are distributed, parents view an orientation video. The orientation video is viewed in English as well as in their native language. After parents view the orientation video, they are explained step by step the program options available for their child. This allows parents to make an informed choice regarding program selection for their child. The video explains to parents the program choices available for their children and

helps them to understand all three program choices. These program choices include a Transitional Bilingual Program, a Dual Language Program or a Freestanding English as a Second Language Program. Upon completion of the video, parents fill out their Parent Survey and Selection form. This is completed after parents are informed of all three program option. Parents indicate on this form the program that they want to request for their child. After parents indicate their program choice for their child, it is entered into ATS on the ELPC screen by the ESL teacher. The Parent Survey and Program Selection form is placed into the student's cumulative record. If translation is needed for parents who do not speak English, it is made available to them. If parents are unable to attend this orientation session, they are contacted again to come up to school at their convenience.

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](#)].)

Entitlement letters are distributed by the ESL teacher to those students eligible to receive services. This is based on their LAB-R scores. The Parent Survey and Selection form is filled out after parents view the orientation video. Parents at this time are made aware of the program choices available at our school. P.S. 160 currently offers a Freestanding English as a Second Language Program. If a parent opts for another program choice, we assist them in finding a placement to accommodate them. Forms are returned and secured/stored within the ESL teacher's classroom.

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.

The placement of identified ELL students are determined by their parents. Parents make the decision of the program their child receives. If a parent chooses a program model not available in their school, then another placement will be found for that child.

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.

The NYSESLAT is used to determine the ELL's achievement and proficiency in English. It is a mandated test for all English Language Learners. Based on the NYSESLAT, student proficiency levels in English are classified as beginning, intermediate, advanced or proficient. Students are administered all of the sections of the New York State English as a Second Language Achievement Test. The results are used to provide the required amount of ESL and English Language Arts instruction under Part 154 of the Regulations of Commissioner of Education.

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.  After reviewing the Parent Survey and Program Selection forms for the past few years, records show the trend in program choices that parents have selected is the Freestanding English as a Second Language Program. 100% of our parents are requesting that their children receive their instruction only in English. This trend has been consistent over the past few years. The program model offered at our school is aligned with parent requests.

# 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])? P.S. 160 implements two instructional models for English Language Learners. A pull-out and a push-in ESL freestanding program for kindergarten through grade five students. The language of instruction is English. The instructional model for this program is a combination of push-in and pull-out programs. This provides small group, differentiated and rigorous instruction. Instruction is delivered by a certified ESL teacher who has permanent certification for grade k-6. The ESL teacher also has a background in technology, so computer assisted materials are used daily. This includes the use of a Prometheum Board. Students are grouped heterogeneously according to their proficiency level and grade. This allows for differentiated instruction. The needs of students are addressed during small group instruction. The ESL teacher focuses on content instruction in science, social studies and math in correlation with the grade curriculum, NYS and ESL Standards as well as collaborative planning. We use an integrated thematic approach to core subjects to ameliorate instruction. Within the ESL classroom, all four modalities are stressed (listening, speaking, reading and writing). Using common planning time allows the teachers to provide instruction that meets the needs, interests and ability levels of our ELL students. This will be done with providing native language support. Based on the test results and data there will be more of a focus on writing and reading within content areas to help the ELL students. There is also a focus on academic vocabulary. The ESL teacher plans collaboratively with general education teachers to align the curriculum in order to meet the linguistic needs of all ELL students. Using common prep periods, we are able to align, remediate and enrich the curriculum for our ELL students. During push-in periods, the ESL teacher works with ELLS in their classroom during content instruction to provide the ELL's with language acquisition and vocabulary support.
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)?

Our ELL program offers the necessary ESL and ELA instructional units required by Commissioner's Regulations Part 154. Advanced ELL students receive one unit or 180 minutes per week of rigor ESL content instruction. This is done through our pull-out and push-in program. In addition, the classroom teacher of our advanced ELL students provides 180 minutes per week of ELA instruction. Our beginning and intermediate ELLS receive two units or 360 minutes per week of explicit ESL instruction. Instruction is designed individually and solely by the ESL teacher with CR Part 154 in mind.
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.

Content areas and thematic units are delivered throughout each program model. Language is not taught in isolation, but rather within the content areas. This allows for ELLS to be supported through both language development and support for content instruction in their native language. To meet the demands of the Common Core Learning Standards students are presented with cognitive academic language within language and literacy instruction.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are appropriately evaluated in their native language throughout the school year. New York State Tests in Math and Science are available in translated versions for ELLs. ELL students are given the Spanish LAB to determine language dominance. There are bilingual teachers and paraprofessionals who are able to provide translation when necessary. Reading of texts are done in English to assess reading levels, but the comprehension questions may be given in the child's native language. This would be done to ensure that the child comprehends the text they are reading. ELLs are able to use content specific glossaries. Classroom teachers work with the ESL teacher to ensure that information from assessments are consistent with the student's knowledge of content area..

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELLs are evaluated across all modalities; reading, listening, speaking, and writing. Instruction is delivered across content areas at different language proficiency levels and grades. Assessments at all grade levels are given so teachers are able to have in-depth information about students' language development across the modalities of speaking, writing, reading, and listening.
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).

SIFE students are students who have experienced interruption in their formal education. These students will be informally assessed once they return to a New York City Public School. SIFE students are provided with extra support from math and reading teachers. In addition, the ESL teacher will meet with the child's classroom teacher to provide any additional support and help that is needed. These students are also being given the opportunity to attend before and after school programs.

Test taking strategies are emphasized for newly enrolled ELLs in preparation for the English Language Arts and Math State Exams. Students are given sample questions as well as practice tests. This helps students learn the format of the test as well as how to bubble in their answers. Newly Enrolled ELLs are encouraged to attend after school programs where reading strategies are the focus. Skills addressed include listening and speaking as well as reading skills such as how to make inferences and how to make predictions. etc.. Newcomers will receive instruction that is simplified for them through different ESL methodologies such as Total Physical Response (TPR) and modeling. For ELLs receiving service for four to six years their NYSESLAT scores help to determine their area of need. They are given support through ELL methodologies.

Long-term ELL students will receive continued transitional support. For these students, there will be emphasis on academic vocabulary in both spoken and written form through language enrichment. Long-term ELL students receive instruction focused on reading comprehension and writing. Students who reached proficiency on the NYSESLAT, continue to receive support from their classroom teacher. This is done as part of the extended day program or small group tutoring during the professional prep period. ELL students who were tested and are classified as "Proficient" are still given additional time for standardized testing for two more years.

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?

Instructional strategies used provide access to academic content areas and accelerate English language development. They include academic language and vocabulary development that is aligned to gradelevel writing and reading demands, differentiation and scaffolds to help ELLs meet standards, provide native language supports as well as integrate technology. Students are given support through small group and individually. The ESL teacher meets with classroom teachers to discuss student data and classroom observations. Scaffolding strategies are implemented during instruction to assist in making content understandable to accelerate English Language Development.

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?

ELL students with disabilities are accountable for their goals that are standard based. Their IEP's reflect New York State Learning Standards and their educational outcomes for the long term. P.S. 160 has curricular, instructional and scheduling flexibility to meet the diverse needs of ELL's with disabilities. Service providers including: Speech, resource room, ESL, physical therapy and occupational therapy meet with the classroom teacher to make sure students meet their IEP goals and expectations. Scheduling of their services is done collaboratively to ensure that ELL-SWDs receive their mandated services while being in the least restrictive environment. Scheduling is flexible and is subject to change based on the student needs. Schedules of providers are checked with each other as well as the classroom teacher. Careful records are kept and maintained throughout the year by service providers, classroom teachers and administration. This is achieved through observations,

assessments, SESIS and notes. This is done to ensure ELL-SWD's mandated services are consistent so each student can meet their ESL and IEP goals while meeting and /or exceeding their curriculum expectations.

**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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>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**

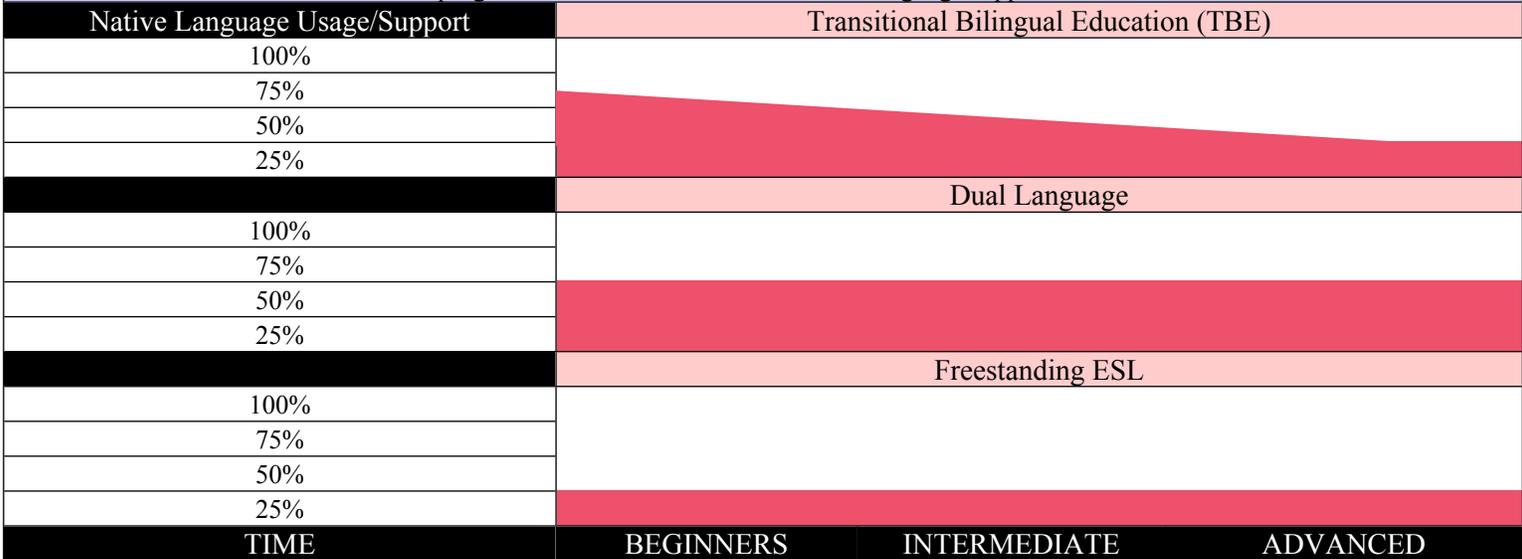
|  | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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

|   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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.

Interventions for ELLS are during extended mornings, (At Risk) services and an afterschool program. ELL students who are identified as at risk, are provided with individualized and small group instruction in content areas as needed. This is to strengthen the knowledge of content related materials for these ELLS. It is also to focus on explicitly teaching academic language across all content areas. When possible, the native language of ELLS is used to clarify and reinforce key concepts in content area instruction.

Targeted intervention programs for ELLS in English Language Arts and Math are for ELLS in need of these services. For ELLS in need of testing support, we make sure they attend an After School Program. The After School Program will focus on different ESL strategies, content area instruction and math methodologies.

ELLs who have reached proficiency on the NYSESLAT, are given continued support in their classroom. Some of these students are paired with newcomer ELLs who share the same language. Classroom teachers are made aware of these ELLs and so they can be grouped accordingly for classroom lessons and projects. We offer continued transitional support for ELL students who have reached proficiency on the NYSESLAT. These students are given extra time on the New York State Math and New York State English Language Arts Tests for the next two years. These students are also provided with extra help in reading and math as needed. Proficient ELL students are invited to extended day in the morning as well as any afterschool programs offered.

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

Our current ELL program is meeting the needs of ELLs in both content and language development. It is aligned to the Common Core Learning Standards. There is a balanced approach to literacy being used to include high-quality instructional practices. ELL's need to meet the high standards set forth for them. Students receive instruction in English with native language support. The program uses ESL methodologies and instructional strategies to make content comprehensible. Lessons are rigorous to prepare ELL's for thinking critically, being able to communicate in the language of instruction and solve problems. Assessments of students are ongoing across content areas as well as language development to inform us about learning and what is being taught. Setting annual measurable goals and collecting and analyzing data help to improve areas that impact teaching.

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

For the upcoming school year we offer interventions through Wilson Reading, Fundamentals and Just Words. We will also be using RAZ KIDS to support English language learners with tools, resources, and research-based strategies. The program is designed to achieve success with social and academic English. The four modalities of reading, listening, speaking, and writing resources are organized in content area topics.

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

We do not plan on discontinuing any programs that we have in place for our ELLs.

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

ELL's are afforded access to all school programs including: extended-morning, intervention services and afterschool activities.

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

Teachers use a variety of realia, print, technology and visual media. Modifications are made based on individual student needs. Scaffolding is used for content areas and academic language to support ELL students. The Balanced Literacy Program follows the workshop model of Teachers College. It is used as well as guided reading for differentiated instruction.

Every classroom is equipped with laptops with internet connection. As part of differentiation, teachers are using computers as part of their program and curriculum. Classrooms are equipped with Prometheum boards as well as ELMO visual projectors. This technology gives ELLS additional support with visual aids.

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

In order to assure for communication, students' native languages are taken into consideration. Students are provided with bilingual books, bilingual dictionaries as well as audio books.

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

Every effort is made so that ELL students are given resources to support their age and grade level such as leveled trade books that

support their interests as well as ability. All ELL materials used within our ELL program are age and grade appropriate to support our ELLs in meeting Common Core Learning standards.

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.

Presently, our school does not have any activities to assist newly enrolled students before the beginning of the school year.

18. What language electives are offered to ELLs?

N/A

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)?

N/A

### **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.

There will be ongoing professional development for the staff in order to meet the needs of ELL students. The ESL teacher attends workshops throughout the school year. In addition, the parent coordinator attends different workshops to provide parents with the necessary information on services for their children. The literacy coach will provide professional development to support staff and teachers. The professional development will include understanding and the use of instructional strategies in order to meet the needs of ELL students. The ESL teacher will facilitate workshops to assist the classroom teachers in incorporating ESL strategies in their classrooms. These workshops are offered throughout the school year to meet the needs of each ESL student.

The guidance counselor coordinates articulation meetings for parents and ELL students so parents and students are able to address their concerns and questions before entering middle school. Our ESL teacher is also involved in the TC Reading and Writing Project and is adapting many of the reading and writing strategies for our ELL students. We also have common planning periods during which the classroom and ESL teacher meet in order to plan best practices for our ELL students.

The minimum 7.5 hours of ELL training for all staff members as per Jose P. are given during staff conferences as well as professional development. The literacy coach, along with the ESL teacher have professional development workshops throughout the school year. These workshops include testing procedures, promotional criteria and testing modifications for ELL students. ELL methodologies and scaffolding strategies are also demonstrated for all staff members.

## 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?

Parent Involvement is encouraged throughout the school year. Parents of ELLs attend parent teacher association meetings. They also attend parent workshops in literacy, mathematics, science and social studies. Translators are provided when necessary. Letters regarding school events and communication are written in the native language of our students. This is accomplished by utilizing members of the staff as well as community based workers. The needs of parents are vocalized during parent workshops, parent-teacher meetings and orientation sessions. Our bilingual parent coordinator has helped to create more parental involvement. She conducts a variety of workshops that focus on test taking strategies, help with homework and ways parents can help increase their child's English language development.

Parents attend a variety of workshops and assemblies throughout the school year. Parents are also being acquainted with Community Based Organizations which offer English as a Second Language.

P.S. 160 encourages and stresses open communication between parents and school staff. Parents are given the email addresses of each staff member to continue with open communication after school hours. The parent coordinator greets parents in the morning as well as making herself available during dismissal. If a need arises, the information is given to administration. Parents of ELLS are encouraged to make frequent visits to school to address any concerns or needs that may arise. Parents may become members of the School Leadership Team as well as to become a Learning Leader. This allows for parents to have some say in school policy as well as become involved in their school community.

## 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:

## Part VI: LAP Assurances

**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: 28Q160 School Name: P.S. 160 Queens

Cluster: 2 Network: 207

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

### **Part A: Needs Assessment Findings**

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

The data and methodologies used to assess our school's written translation and oral interpretation needs are assessed through the home language surveys. The home language surveys, which are filled out at time of registration, are reviewed in order to determine the primary language spoken in the home, as well as by the student. ATS reports such as the RHLA report is also generated and reviewed to help determine written translation and interpretation needs. Classroom teachers can also provide information on students in their classroom.

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.

According to our needs assessment, Spanish is the predominant language spoken by children and parents. A minority of our non-English speaking parents speak Bengali, Punjabi and Arabic. Parent communication written and/or spoken is translated by the Department of Education and/or in house staff members. Many parents are able to bring relatives to parent-teacher conferences to help with translation needs. There is a need for oral translation to be provided for workshops and Special Education meetings. These findings are reported to the school community through Parent Workshops, Parent Teacher Conferences and PTA meetings.

## Part B: Strategies and Activities

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

The written translation services provided by P.S. 160 include: letters and memos which affects the students and parents, notices of Title III afterschool and Saturday Academy classes, invitations to parents for school orientations and letters from school administration. Our bilingual parent coordinator is available to serve as a translator during parent-teacher conferences as well as meetings throughout the school year. The Translation and Interpretation Unit will be used as needed. In order to ensure a timely provision of translated documents to parents, translation request forms are submitted well before the document is needed. This is if the Translation and Interpretation Unit is being used. P.S. 160 also uses in-house school personnel to help translate needed documents.

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.

For limited English-proficient parents, P.S. 160 will provide over-the-phone interpretation services which are available through the Department of Education. The assistance of an interpreter on the phone, allows the school to communicate with a parent effectively . This allows the school to contact the child's home without any language barriers as well as for parents who make visits to school for any reason who are unable to communicate proficiently in English. Staff members and parent volunteers also assist with oral interpretation needs.

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

P.S. 160 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services in the following ways: important documents will be translated in a timely manner, interpretation services will be provided, signs are posted indicating translation services are available and information on the primary language of each non-English speaking household. There are translated versions of the Parents Bill of Rights available in the main office.