



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: P.S. 160 - THE WALT DISNEY SCHOOL**

**DBN (i.e. 01M001): 11X160**

**Principal: LORI BAKER**

**Principal Email: [LBAKER3@SCHOOLS.NYC.GOV](mailto:LBAKER3@SCHOOLS.NYC.GOV)**

**Superintendent: ELIZABETH WHITE**

**Network Leader: MARGARET STRUK**

### 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
Lori Baker	*Principal or Designee	
Jodi Stern	*UFT Chapter Leader or Designee	
Chinyere Okafor	*PA/PTA President or Designated Co-President	
Nanci Salese	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tiffany Jones	Member/ Teacher	
Deidre Nowak	Member/ Teacher	
Frances DellaCava	Member/ Paraprofessional	
Kischa Jacobs	Member/ School Aide	
Melissa Eng	Member/ Parent	
Lynda Nelson	Member/ Parent	
Morning DeBruin	Member/ Parent	
Betoure Malam	Member/ Parent	
Charles Okpara	Member/ Parent	
Tiamber Johnson	Member/ Parent	
	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.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 1. Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section
<b>School Leadership Team Signature Page</b>
<b>The SCEP Overview</b>
<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
1. A major recommendation with HEDI rating
2. Statement Of Practice (SOP) selected aligned to the goal
3. A goal aligned to the major recommendation
4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
5. Budget & Resource Alignment section (indicating all funding sources)
<b>Academic Intervention Services (AIS)</b>
<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 11X160

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	383	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	7	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	3.5%	% Attendance Rate		93.3%	
% Free Lunch	62.7%	% Reduced Lunch		13.4%	
% Limited English Proficient	6.9%	% Students with Disabilities		33.9%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.3%	% Black or African American		56.8%	
% Hispanic or Latino	36.5%	% Asian or Native Hawaiian/Pacific Islander		1.5%	
% White	2.3%	% Multi-Racial		1.0%	
Personnel (2012-13)					
Years Principal Assigned to School	8.34	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		4	
% of Teachers with No Valid Teaching Certificate	11.1%	% Teaching Out of Certification		22.2%	
% Teaching with Fewer Than 3 Years of Experience	35.6%	Average Teacher Absences		6.2	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	19.8%	Mathematics Performance at levels 3 & 4		19.0%	
Science Performance at levels 3 & 4 (4th Grade)	88.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
An overview of the school's strengths from the 2012-2013 SCEP include a concrete focus on evaluating and developing teacher practice as well as, ensuring coherence and alignment of the school curricula with the Common Core Learning Standards to improve student outcomes.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
Areas for improvement in the school's 2012 – 2013 SCEP include a more extensive timebound structure with benchmarks for reflection and revision for each annual goal.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
The most apparent barrier and challenge encountered while developing and implementing the 2012 – 2013 SCEP was acquiring 100% consistency of student participation in the Learn It System Saturday Program. The sporadic attendance of some students made it difficult to evaluate the value of the program instructionally for these students.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
The school's 2012 – 2013 SCEP instructional strategies and activities were 100% implemented. However, as indicated consistent participation in the Learn It System Saturday program was a challenge.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	X	<b>Yes</b>	<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	X	<b>Yes</b>	<b>No</b>

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
The anticipated barrier and challenge in developing and implementing the school's 2013 – 2014 SCEP would possibly be the lack of allocated resources.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
The academic achievement targets for the following identified subgroups are: <ul style="list-style-type: none"> <li>• Students with Disabilities a performance index goal of 96</li> <li>• Economically Disadvantaged a performance index goal of 131</li> </ul>			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
School Leaders will communicate with the school staff and the community through Teacher Team Meetings, School Leadership Meetings, Parent Workshops, Staff Newsletters, Parent Grade Specific Newsletters, the School E- Chalk Website, Monthly Roundtable Meetings with parents and Parent Coordinator Newsletter.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
If we strengthen the school's instructional core by conducting a more indepth look at student achievement data Then teachers will... <ul style="list-style-type: none"> <li>• become better able to implement more effective instruction.</li> <li>• describe exactly what students already know and what they have to learn and what they need to do to demonstrate their learning.</li> <li>• use their knowledge about student progress to increase student understanding.</li> </ul> Then students will... <ul style="list-style-type: none"> <li>• have an understanding of where they are and where they need to go.</li> <li>• be able to set goals for what they need to accomplish and assess and adjust what they are doing to get the desired results.</li> </ul> Then the school administrative team will... <ul style="list-style-type: none"> <li>• be able to recognize what works to promote learning and achievement for all students as well as, the identified subgroups.</li> <li>• use current student performance data to inform decision making and provide targeted feedback to teachers.</li> </ul> All resulting in improved student academic outcomes.			

**Describe the strategy for executing your theory of action in your school's SCEP.**

The strategy for executing the theory of action in the school's SCEP will be the consistent monitoring of student achievement data and to ensure the alignment of the curriculum and academic tasks to the Common Core Learning Standards. As well as, the development of teacher effectiveness by engaging in activities that will create a shared school-wide understanding of effective teaching.

This will be accomplished by the Data Specialist and Teacher Teams meeting monthly for inquiry using a protocol to assess student work products.

Student rubrics that are aligned to the Common Core Learning Standards will be used to assess all student tasks.

Professional development in the areas of aligning curriculum to the Common Core Learning Standards and effective teaching will be provided to the staff.

**List the key elements and other unique characteristics of your school's SCEP.**

The school's SCEP will address the needs of our identified subgroups, Students with Disabilities and the Economically Disadvantaged.

The school has a Special Education Teacher Team and a Special Education Teacher Support Services (SETSS) Team designed to develop strategies to support students with disabilities.

A protocol has been established for the team's analysis of student work.

The school's Academic Intervention Afterschool Program will address the various academic needs of the students and will include a Wilson Reading System component.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

The school's improvement plan will be monitored by the frequent analysis of student data. This will be conducted by school administration, the school data specialist, and classroom teachers.

This practice is evidenced by information stated on page 4 of the school's 2012 – 2013 Quality Review under indicator 2.2. Staff and administrators analyze a variety of assessments to determine student strengths and weaknesses and implement interventions that improve performance.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

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

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012 – 2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing
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### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>2.2 School leader’s vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</b>
	<b>2.4 School leader’s use of resources</b>	<b>X</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of the teaching staff will participate in professional development on all of the domains and components of the Danielson Framework for Teaching and will receive continuous feedback from school evaluators to support teacher growth.

### **Instructional Strategies/Activities**

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

#### **1. Strategies/activities that encompass the needs of identified subgroups**

The strategies/activities that encompass the needs of identified subgroups are:

Strategy-All teachers will participate in professional learning opportunities that shift teacher practice.

1. Activity - The development of a schedule of formal and informal observations to evaluate and provide feedback on teacher practice.
2. Activity - The development of a Schoolwide Professional Development Calendar with 3 hours/monthly dedicated to The Danielson Framework for Teaching.
3. Activity - The development of an individual professional development plan for each teacher based on the findings from informal and formal observations.
4. Activity - New teachers will receive weekly instructional support and feedback from school based mentors and instructional leads.
5. Activity - Teachers will participate in school intervisitations through the lens of the Danielson Framework.
6. Activity - Teachers will participate in professional development provided by the Fordham PSO on the Danielson Framework for Teaching.

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

1. Administrative Team
2. Administrative Team
3. Administrative Team
4. School Based Mentors, Instructional Leads (3)
5. Instructional Leads (3), Classroom Teachers
6. Fordham PSO Consultant – Sam Scott, Zulma Candelario, Instructional Leads (3), Classroom Teachers, DOE Talent Coach – Lisa Grevenberg, DOE SATIF – Ron Feinstein

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

1. Teacher feedback from informal and formal observations with next steps
2. I Professional Development Feedback sheet
3. Feedback from discussions with teachers on professional development needs
4. Next steps with timelines for implementation provided by School Based Mentors and Instructional Leads.
5. Debrief with intervisitation participants and the completion of an Intervisitation Reflection Sheet

6. Feedback with schoolwide next steps for improvement

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

1. September 2013 - June 2014: The school administrative team will create and implement a schedule for teacher informal and formal observations and will engage in beginning mid and end of the year discussions with teachers about their practice.
2. September 2013 - May 2014: The school administrative team will conduct informal and formal observations to provide feedback and next steps for improvement.
3. January 2013 - February 2014: Individual professional development plans will be created for each teacher based on noticing from informal and formal observations.
4. September 2013 – June 2014: New teachers will receive weekly instructional support and feedback from school based mentors, school based and Fordham PSO
5. September 2013 – June 2014: Intervisitations based on the Danielson Framework for Teaching.
6. September 2013 – June 2014: Professional development will be provided to teachers with ongoing support in the identified areas of instructional need.

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

1. No cost associated with this activity.
2. Development of Professional Development Calendar – No cost associated with this activity. Facilitation of professional development by Fordham PSO
3. No cost associated with this activity.
4. Yearly salary for Instructional Leads/School Based Mentors
5. Per diem rate for coverage
6. Facilitation of professional development by Fordham PSO

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	x	PF Common Core
	PF Inquiry Teams	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Improve the alignment of teaching practices with the school's beliefs about how students learn best, to maximize student thinking and participation in learning tasks (12)

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012 – 2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing
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**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of the classrooms teaching practices will incorporate scaffolds that enable all learners to succeed with special attention to Students with Disabilities.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**

Strategy-To incorporate scaffolds that enable all learners to succeed.

1. Activity - Teacher Teams with assistance from the Data Specialist will meet the second week of every month and every Thursday for Inquiry. A protocol to assess student work products for evidence will be used.

2. Activity - The development of a Special Education Teacher Support Service (SETSS) inquiry team.
3. Activity - The continued use of a Special Education Teacher Team.
4. Activity As a result of a School Based Option vote, Teacher Teams will meet every Thursday from 2:20 p.m. – 3:10 p.m. for inquiry.
5. Activity - Professional development in the area of aligning curriculum and academic tasks to the Common Core Learning Standards will be provided at the school level by the Instructional Leads as well as, at the Network level by Fordham PSO Consultants.
6. Activity - Targeted students identified by the Teacher Teams/Inquiry Teams will be provided additional support in the afterschool, Academic Intervention program as well as, Academic Intervention Services during the school day and the 37.5 Minute Tutoring Program.
7. Activity - The incorporation of Response to Intervention strategies into the school curriculum for targeted students
8. Activity - The Push-In method for both SETSS and AIS teachers to provide support for targeted students

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

1. Classroom teachers, Data Specialist
2. SETSS Teachers, Data Specialist
3. Special Education Teachers
4. Instructional Leads
5. Fordham PSO Consultant – Zulma Candelario, School Instructional Leads (3) , Administrative Team, Fordham PSO Consultant – Sam Scott, DOE SATIF – Ron Feinstein
6. Classroom Teachers
7. Classroom Teachers, SETSS and AIS Teachers
8. SETSS and AIS Teachers

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

1. Protocol for the analysis of student work and a review of student data
2. Protocol for the analysis of student work and a review of student data
3. Protocol for the analysis of student work and a review of student data
4. Protocol for the analysis of student work and a review of student data
5. Professional development feedback/evaluation sheet on aligning the new schoolwide curriculum to the Common Core Learning Standards as well as, The Danielson Framework for Teaching.
6. Review of student data weekly and work products
7. Review of student data weekly and work products
8. Review of student data weekly and work products
- 9.

Administering and disaggregation of data from the Common Core Learning Standards Benchmarks in ELA and Mathematics – 12/2/13 to monitor student progress.

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

1. September 2013 – June 2014: Teacher Teams will meet the 2<sup>nd</sup> week of every month and every Thursday for Inquiry.
2. September 2013 – June 2014: The meeting of the Special Education Teacher Support Service (SETSS) Inquiry Team.
3. September 2013 – June 2014: Meeting of the Special Education Teachers
4. September 2013 – June 2014: September 2013 – June 2014: Teacher Teams will meet every Thursday for Inquiry.
5. Professional development in the alignment of the curriculum and academic task to the Common Core Learning Standards.
6. September 2013 – June 2014 – Targeted students identified by Teacher Teams and Inquiry Teams will provide additional support in the afterschool Academic Intervention Program, AIS during the school day, and the 37.5 Minute Tutoring Program.
7. September 2013 – June 2014 – The incorporation of Response to Intervention strategies into the school curriculum for targeted students
8. September 2013 – June 2014 – The Push-In method for both SETSS and AIS teachers to provide support for targeted students

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

1. No cost associated with this activity.
2. No cost associated with this activity.
3. No cost associated with this activity.
4. No cost associated with this activity.

5. Provided at the school level by Instructional Leads and the Fordham PSO – Funding for PSO (TL Children First Network Support) Professional Development conducted 2X's a month during ETS and 1X a month during Faculty Conference time.
6. Per session daily rate for 8 teachers for 13 sessions, Per session rate for 1 paraprofessional for 13 sessions
7. No cost associated with activity.
8. Funding for 1 AIS teacher, 3 SETSS teachers, and 1 F-Status SETSS teacher

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>	<b>X</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>				<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Improve the alignment of teaching practices with the school's beliefs about how students learn best to maximize student thinking and participation in learning tasks (1.2).

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012 – 2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing
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**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>X</b>	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>		<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

100% of the teachers will provide all students with opportunities to refine their thinking and fully engage in meaningful discussions.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**

Strategy: All teachers will learn how to refine student thinking and fully engage all students in meaningful discussions.

1. Activity – Professional development will be provided in Component 3b: Using Questioning and Discussion Techniques to assist teachers in formulating questions of high cognitive challenge to deepen student understanding.
2. Activity – Teacher feedback will be provided through the informal and formal observation process.
3. Activity – Teachers will participate in vertical and horizontal intervisitations with a focus on questioning and discussion techniques.

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

1. School Administrative Team, Instructional Leads, Fordham PSO Consultants
2. School Administrative Team
3. Classroom Teachers, Instructional Leads

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

1. Evidence of the use of questioning and discussion techniques will be evaluated throughout the year during formal and informal observations.
2. Teachers will meet with members of the administrative team to discuss next steps for furthering their practice in questioning and discussion.
3. By the end of the school year teachers and school leaders will agree with the calibrated rating 80% of the time as whether teacher practices observed during intervisitations were Highly Effective, Effective Developing or Ineffective in competency 3.b.

<b>D. Timeline for implementation and completion including start and end dates</b>
6. September 2013 – June 2014: All teachers will participate in professional development regarding competency 3.b throughout the year.
7. October 2013 – June 2014: All teachers will be observed both formally and informally on a rolling basis throughout the year and will engage in self reflection regarding competency 3b during post observation discussions.
8. October 2013 – May 2014: Teachers will participate in intervisitations on an on going basis during the year.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Fordham PSO Consultants and School Instructional Leads
2. No cost associated with this activity.
3. No cost associated with this activity

**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>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
At my child's school students harass or bully other students. Strongly Agree 10 Agree 19									
<b>Review Type:</b>	School Survey	<b>Year:</b>	2012 – 2013	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	N/A		

**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	<b>5.2 Systems and partnerships</b>		<b>X</b>	<b>5.3 Vision for social and emotional developmental health</b>					
<b>X</b>	<b>5.4 Safety</b>			<b>5.5 Use of data and student needs</b>					

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2014, school safety and respect will continue to improve 10% by further developing a positive collaborative school culture conducive to academic achievement.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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>
Strategy- To further expand on creating a positive collaborative school culture.
1. Activity - School staff will continue the development of schoolwide rules and expectations supported through PBIS. The PBIS team will meet to review and revise where needed schoolwide rules, expectations, lessons and activities.
2. Activity - School leaders will reinforce school rules and expectations throughout the school year.
3. Activity - The school community will participate in School Spirit week on a monthly basis.

4. Activity - Students will be taught character education lessons, called "Cool Tools" during the designated PBIS period weekly on Fridays.
5. Activity - Students experiencing behavior difficulties will participate in a Tier II PBIS intervention called "Check In and Check Out." These students will meet twice daily with a member of the school staff. During their meetings they will discuss how the student conducted him/herself during each of the 7 periods of the day. The conduct for each period is recorded on the student's "Check in/Check out sheet." The sheet is sent home on a daily basis to be shared with the student's parents.
6. Activity - During Morning Routines and in large group morning arrival, students will begin the day by reciting the 3 Bee's of P.S. 160/"Be Respectful, Be Responsible, Be Tolerant."
7. Activity - Students will have the opportunity to earn "Bee Bucks" for following the 3 Bees of P.S. 160. The earned Bee Bucks will be used to purchase items from the school store.
8. Activity - At Risk boys will be invited to participate in a "Boys Club." The Boys Club will be facilitated by the school's male guidance counselors. The boys club will meet once a month and will participate in monthly social activities inside and outside the school building.
9. Activity - Boys and girls in grades 3- 5 within the school community will have the opportunity to participate in playing on the school basketball team. Student participants will understand that exemplary behavior within the school community is non negotiable for participation.
10. Activity – Students that have previously exhibited difficulties have the opportunity to be recognized for improved behavior through the "Five Alive Club." These students will receive public recognition for their improvements.
11. Activity - Parents will be made aware of the PBIS system through parent meetings and parent newsletters.
12. Activity - Parents will be made aware of the P.S. 160 Parent Compact. They will be asked to sign it along with their child.

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

1. Classroom teachers, PBIS Team, and Administrative Team
2. School Leaders
3. School Community
4. Classroom Teachers
5. Members of School Staff
6. School Administrative Staff and Classroom Teachers
7. Classroom Teachers
8. Classroom Teachers
9. Physical Education Teacher, Paraprofessional
10. Parent Coordinator, Classroom Teachers
11. Parent Coordinator
12. Parent Coordinator

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

1. Curriculum Week sign in sheets will be analyzed.
2. The data specialist and At Risk guidance counselor will review the on-line occurrence report on a ongoing basis to identify trends in student behavior.
3. 90% of the school community will participate in Spirit Week activities.
4. The data specialist and At Risk guidance counselor will review the on-line occurrence report on a ongoing basis to identify trends in student behavior.
5. The data specialist and At Risk guidance counselor will review the on-line occurrence report on a ongoing basis to identify trends in student behavior.
6. 100% of the students will participate daily in the school morning routines.

7. Classroom teachers will monitor the frequency of students earning "Bee Bucks".
8. The data specialist and At Risk guidance counselor will review the on-line occurrence report on a ongoing basis to identify trends in student behavior.
9. The data specialist and At Risk guidance counselor will review the on-line occurrence report on a ongoing basis to identify trends in student behavior.
10. The data specialist and At Risk guidance counselor will review the on-line occurrence report on a ongoing basis to identify trends in student behavior.
11. Parent meeting sign in sheets will be analyzed.
12. 100% return of parent and student sign off sheets.

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

1. September 2013 – June 2014: School staff will continue the development of schoolwide rules and expectations supported through PBIS. The PBIS team will meet to review and revise where needed schoolwide rules, expectations, lessons and activities.
2. September 2013 – June 2014: School leaders will reinforce school rules and expectations throughout the school year.
3. September 2013 – June 2014: The school community will participate in School Spirit week on a monthly basis.
4. September 2013– June 2014: Students will be taught character education lessons, called "Cool Tools" during the designated PBIS period weekly on Fridays.
5. September 2013 – June 2014: Students experiencing behavior difficulties will participate in a Tier II PBIS intervention "Check In and Check Out."
6. September 2013 – June 2014: Students will begin the day by reciting the 3 Bee's of P.S. 160/"Be Respectful, Be Responsible, Be Tolerant."
7. September 2013 – June 2014: Students will have the opportunity to earn "Bee Bucks" for following the 3 Bees of P.S. 160.
8. January 2014 – June 2014: At Risk boys will be invited to participate in a "Boys Club."
9. December 2013 – June 2014: Boys and girls in grade 3- 5 within the school community will have the opportunity to participate in playing on the school basketball team.
10. January 2014 – June 2014: Students that have previously exhibited difficulties have the opportunity to be recognized for improved behavior through the "Five Alive Club."
11. September 2013 – June 2014: Parents will be made aware of the PBIS system through parent meetings and parent newsletters.
12. September 2013 – June 2014: Parents will be made aware of and asked to sign the P.S. 160 Parent Compact.

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

1. No cost associated with this activity.
2. No cost associated with this activity.
3. No cost associated with this activity.
4. No cost associated with this activity.
5. No cost associated with this activity.
6. No cost associated with this activity.
7. Items will be purchased to stock school store using Fair Student Funding.
8. No cost associated with this activity.
9. No cost associated with this activity.
10. No cost associated with this activity.
11. No cost associated with this activity.
12. 383 copies of the Parent Compact made to be sent home with students.

**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>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
<b>X</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

### **Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

#### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Establishing a culture for learning that communicates high expectations to staff students and families with supports to achieve them.									
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012 – 2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Proficient		

#### **Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
<b>X</b>	<b>6.2 Welcoming environment</b>			<b>X</b>	<b>6.3 Reciprocal communication</b>				
<b>X</b>	<b>6.4 Partnerships and responsibilities</b>			<b>X</b>	<b>6.5 Use of data and families</b>				

#### **Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
The school will continue to establish a culture for learning with supports that communicate high expectations to 100% of the staff, students, and families.									

#### **Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).									
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>									
Strategy-To continue to establish learning supports that will communicate high expectations for all.									
<ol style="list-style-type: none"> <li>1. Activity - Parents will participate in Curriculum Week in the beginning of the school year.</li> <li>2. Activity - Parents will participate in monthly parent roundtable discussions with school staff and administration.</li> <li>3. Activity - Parents will participate in a school learning Walk to learn about the school curriculum, as well as, student instructional expectations.</li> <li>4. Activity - Parents will be encouraged to participate in monthly PTA meetings.</li> <li>5. Activity - Parents will be invited to participate in parent workshops to keep them current on the academic expectations and requirements for their child.</li> <li>6. Activity - Parent representatives will be active members of the School Leadership Team. They will share the information discussed during the monthly PTA meetings.</li> <li>7. Activity - Parents will receive communication from their child's teacher through bi-weekly progress reports.</li> <li>8. Activity - The Engrade Gradebook system will generate reports that will be available to parents to keep them abreast of their child's academic progress.</li> <li>9. Activity - Parents will be provided with monthly parent newsletters specific to the grade of their child and from the Parent Coordinator.</li> </ol>									

10. Activity - Parents will be made aware of school events through the Global Connect Phone System.
11. Activity - Parents will complete a document titled Parent-Teacher Connection that will help facilitate reciprocal communication between the home and school.
12. Activity - Parents will be given a Family Questionnaire to complete that will assist the school in gaining helpful information on how we can best meet the needs of our students.
13. Activity - Parent volunteers will participate in the Learning Leaders Program as support to the total school program.
14. Activity - Parents will have access to ARIS to view the assessment scores of their child.
15. Activity - Parents will have access to the P.S. 160 E-Chalk website. The website will contain all school updates.
16. Activity - Parents will be invited to attend Parent-Teacher Conferences to discuss the progress of the child with their child's teacher.
17. Activity - Parents will receive individual student report cards that will inform them of the progress of their child.
18. Activity - Parents will be encouraged to participate in the NYC Parent Academy. The academy will strengthen parent involvement and enhance partnerships within the school community to support student achievement.
19. Activity - Parents will be given the opportunity to participate in English as a Second Language Program for parents.
20. Activity - Parents will be encouraged to complete a school created survey to provide the school with valuable feedback for improvement and next steps.
21. Activity - Parents will be encouraged to complete the NYC School Survey to provide the school with valuable feedback for improvement.

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

6. Parent Coordinator, Classroom Teachers, Administrative Team
7. Parent Coordinator, Staff Instructional Leads, Teachers, Administrative Team
8. Parent Coordinator, Teachers, Administrative Team, Instructional Leads
9. Parent Coordinator, PTA,
10. Parent Coordinator, Instructional Leads, Administrative Team, Classroom Teachers
11. Parent Coordinator, PTA, SLT Members
12. Parent Coordinator, Classroom Teachers
13. Parent Coordinator, Classroom Teachers, Data Specialist
14. Parent Coordinator, Classroom Teachers,
15. Parent Coordinator, Pupil Accounting Secretary, Health Assistant
16. Parent Coordinator, Classroom Teachers
17. Parent Coordinator, Classroom Teachers
18. Parent Coordinator, Parent Volunteer Learning Leaders Trainer
19. Parent Coordinator, Classroom Teachers
20. Parent Coordinator, Classroom Teachers, Data Specialist
21. Parent Coordinator, Classroom Teachers
22. Parent Coordinator, Data Specialist
23. Parent Coordinator, School Administration, NYC Parent Academy
24. Parent Coordinator, ESL Teacher
25. Parent Coordinator, Classroom Teachers
26. Parent Coordinator, School Administrative Staff

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

1. Curriculum Week sign in sheets will be analyzed.

2. Parent Roundtable sign in sheets will be analyzed.
3. Parent Learning Walk sign in sheets will be analyzed.
4. PTA sign in sheets will be monitored by the PTA and parent participation data will be shared at the School Leadership Meetings..
5. Parent participation will be monitored by sign in sheets.\
6. Information will be shared monthly at School Leadership Team Meetings.
7. Parents will complete the signature portion of the report and return it to their child's teacher.
8. The Data Specialist and School Administrative Team will monitor the input of student data.
9. The School Administrative Team will monitor the quality of the content of parent newsletters.
10. A print out from the system will indicate the number of parents contacted.
11. Parents will complete the form and return it the school. The amount returned will be monitored.
12. Parents will complete the questionnaire and return it the school. The amount returned will be monitored.
13. The Parent Coordinator will monitor the number of parents that have had training.
14. The Parent Coordinator will assist the parents that express difficulty and give all parents their child's OSIS number for access.
15. The Parent Coordinator will assist the parents.
16. Parent participation will be monitored by sign in sheets.
17. Parents will be asked to sign their child's report card and return it back to the school.
18. NYC Parent Academy sign in sheets will be reviewed for parent participation.
19. Sign in sheets will be reviewed for parent participation.
20. Surveys will be counted and monitored for completion.
21. School Survey feedback will be analyzed for trends to develop next steps.

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

1. September 2013: Parents will participate in Curriculum Week in the beginning of the school year.
2. September 2013 – June 2014: Parents will participate in monthly parent roundtable discussions with school staff and administration.
3. September 2013 and March 2014: Parents will participate in a school Learning Walk to learn about the school curriculum, as well as, student instructional expectations.
4. September 2013 – June 2014: Parents will be encouraged to participate in monthly PTA meetings.
5. September 2013 – June 2014: Parents will be invited to participate in parent workshops to keep them current on the academic expectations and requirements for their child.
6. September 2013 – June 2014: Parent representatives will be active members of the School Leadership Team. They will share the information discussed during the monthly PTA meetings.
7. September – June: Parents will receive communication from their child's teacher through bi-weekly progress reports.
8. September 2013– June 2014: The Engrade Gradebook System will generate reports that will be available to parents to keep them abreast of their child's academic progress.
9. September 2013 – June 2014: Parents will be provided with monthly parent newsletters specific to the grade of their child and from the Parent Coordinator.
10. September – June: Parents will be made aware of school events through the Global Connect Phone System.

11. September 2013: Parents will complete a document titled Parent-Teacher Connection that will help facilitate reciprocal communication between the home and school.
12. September 2013: Parents will be given a Family Questionnaire to complete that will assist the school in gaining helpful information on how we can best meet the needs of our students.
13. September 2013– June 2014: Parent volunteers will participate in the Learning Leaders Program as support to the total school program.
14. September 2013– June 2014: Parents will have access to ARIS to view the assessment scores of their child.
15. September 2013 – June 2014: Parents will have access to the P.S. 160 E-Chalk website. The website will contain all school updates.
16. November 2013and March 2014: Parents will be invited to attend Parent-Teacher Conferences to discuss the progress of the child with their child’s teacher.
17. November 2013, March 2014 and June 2014: Parents will receive individual student report cards that will inform them of the progress of their child.
18. November 2013 – June 2014: Parents will be encouraged to participate in the NYC Parent Academy. The academy will strengthen parent involvement and enhance partnerships within the school community to support student achievement.
19. December 2013– January 2014: Parents will be given the opportunity to participate in English as a Second Language Program for parents.
20. January 2014: Parents will be encouraged to complete a school created survey to provide the school with valuable feedback for improvement and next steps.
21. March 2014: Parents will be encouraged to complete the NYC School Survey to provide the school with valuable feedback for improvement.

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

1. No cost associated with this activity.
2. No cost associated with this activity.
3. No cost associated with this activity.
4. No cost associated with this activity.
5. No cost associated with this activity.
6. No cost associated with this activity.
7. No cost associated with this activity.
8. Engrade Grading System – Sequester/2010 Census Title 1 SWP
9. No cost associated with this activity.
10. Global Connect Phone System- Sequester/2010 Census Title 1 SWP
11. No cost associated with this activity.
12. No cost associated with this activity.
13. No cost associated with this activity.
14. No cost associated with this activity.
15. E-Chalk Website- Sequester/2010 Census Title 1 SWP
16. No cost associated with this activity.
17. No cost associated with this activity.
18. No cost associated with this activity.
19. Materials for Parent Workshops
20. No cost associated with this activity.
21. No cost associated with this activity.

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### 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>	Ready Gen, Progress Coach, Triumphs, NYS Coach, Skill by Skill, Crosswalks	Small group and one to one Differentiated instruction	During the school day and 37 ½ minute extended time session  Monday Afterschool Program
<b>Mathematics</b>	Go Math, Progress Coach, Triumphs, NYS Coach, Strand by Strand, Crosswalks	Small group and one to one Differentiated instruction	During the school day and 37 ½ minute extended time session  Monday Afterschool Program
<b>Science</b>	Ready Gen, Kaplan Science	Small group and one to one Differentiated instruction	During the school day and 37 ½ minute extended time session
<b>Social Studies</b>	Ready Gen, Progress Coach, Triumphs, NYS Coach	Small group and one to one Differentiated instruction	During the school day and 37 ½ minute extended time session
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Strategies: Developing self management and self monitoring skills. Also, personal and social issues are addressed such as conflict, death, divorce, anger management, problem solving skills, self esteem and self discipline.	Small group and one to one based upon student's needs	During the school day

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

13. All elements of the *All Title I Schools* section must be completed\*.

13. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

14. 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.
<p>In May, preference sheets are distributed to all members of the teaching staff. On the sheet there is a question that asks teachers if they will be returning in September. If a teacher indicates that he or she will not be returning, the school will begin the recruitment process during the month before the conclusion of the school year. Possible candidate resumes are obtained through assistance from the Fordham PSO's Human Resources Director and the Open Market System. Once possible candidate's resumes are selected for interviews, the school's hiring committee convenes to conduct the interviews. The hiring team consists of teachers and the administrative team. Possible candidates must possess the following in order to be interviewed:</p> <ul style="list-style-type: none"> <li>• A bachelor's degree from a four year institution</li> <li>• A valid NYS Certificate for the vacancy</li> </ul> <p>Once candidates are interviewed their interview responses are graded using a rubric. The hiring committee then selects the candidates that they would like to conduct demonstration lessons.</p> <p>The lesson is conducted in a class on the grade level of the vacancy. The hiring committee will then make a selection based on the initial interview performance and the demonstration lesson performance.</p> <p>Once hired, new teachers (new to teaching and new to the school) are each given an in house mentor. New teachers are required to meet with their mentors on a weekly basis. New teachers are also provided with professional development on all instructional priorities.</p> <p>Annually, the BEDS Survey is reviewed. If a teacher is found to not be highly qualified, the teacher will be required to consider the Conversion Program where teachers certified in a non-shortage area subject can obtain certification in a shortage area subject. They will also be encouraged to take the HOUSSE.</p> <p>Teacher retention is achieved through feedback from the observation process. The feedback will serve as a guide to assist in providing targeted professional development that lead to instructional improvements.</p>

**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).
A Professional Development Calendar for the school year has been developed. The calendar includes professional development workshops and activities to support all staff members in assisting students in achieving the Common Core State Standards. Through feedback provided from informal and formal observations, the specific professional development needs of individual teachers will be identified and met.

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, state and local funds are used to provide students with the necessary materials to assist them in being successful in meeting the Common Core State Standards. Parents are provided with meaningful information by way of parent workshops on the curriculum. These workshops are conducted by the Parent Coordinator, school staff and outside consultants.

## 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.).

Parents of students that are transitioning from Pre Kindergarten to Kindergarten participate in the “New Pre- K and Kindergarten Open House”. The Open House takes place during the month of January. Following the Open House, families are invited to participate in the Spring Learning Walk. During the Learning Walk parents are provided the opportunity to visit classrooms and view instruction taking place. The Learning Walk is led by the school’s Parent Coordinator, Instructional Leads (3) and school administration. Prior to the Learning Walk the school data is explained to the parents by the School Data Specialist.

### **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.

The teachers have been involved in the selection process of the use of assessments. This has been done by the development of a committee specifically for this purpose. The school committee is comprised of representation from the various grades as well as, teachers that teach special education. The committee along with the school administrative team discusses and selects the appropriate assessments that they feel will give the best and most valuable insight on student progress. During Inquiry and Teacher Team Meetings teachers are given focused support from the school Data Specialist as well as, the network on how to use student data results to improve instruction.

## 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).

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## **Parent Involvement Policy (PIP)**

### **P.S. 160**

### **The Walt Disney School**

**Ms. Lori Baker-Armond, Principal**  
Ms. Laverne Burrowes, Asst. Principal  
Ms. Kwafi Gray, Parent Coordinator

#### **School Parent Involvement Policy-**

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

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

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

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

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

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

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

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

**School-Parent Compact**

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

**I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with 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;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

### **The Parent/Guardian Agrees To:**

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

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

### **The Student Agrees To:**

- Demonstrate the 3B's of P.S. 160: 1) Be Respectful, 2) Be Tolerant, 3) Be Responsible through positive behavior and following the positive expectations of the school at all times while continuing these principles at home and outside in the community.
- Come to school daily, dressed in uniform, on time and prepared to work with all required supplies.
- Believe that I can and will learn.
- Always do my best in my work and my behavior.
- Complete and return all assignments on time.

- Participate and ask questions if I do not understand school or homework assignments.
- Take pride in my work and read at least 30 minutes daily outside of school.
- Give to my parents/guardians all notices and information received by me from my school everyday.

**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>11</b>	Borough <b>Bronx</b>	School Number <b>160</b>
School Name <b>The Walt Disney School</b>		

### B. Language Allocation Policy Team Composition 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>Lori Baker</b>	Assistant Principal <b>Laverne Burrowes</b>
Coach <b>Daniela Rocco</b>	Coach <b>Literacy/Mathematics</b>
ESL Teacher <b>Kristen Calle</b>	Guidance Counselor <b>Kathleen Flanagan</b>
Teacher/Subject Area <b>Katherine Atiles</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Kwafi Gray</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(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	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>365</b>	Total number of ELLs	<b>23</b>	ELLs as share of total student population (%)	<b>6.30%</b>
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## Part II: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

#### 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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	14
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	21	2	12	2	0	2				23
Total	21	2	12	2	0	2	0	0	0	23

Number of ELLs who have an alternate placement paraprofessional:

### 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					5	2								7
Chinese														0
Russian														0
Bengali														0
Urdu		2												2
Arabic		1				1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>12</b>						

## 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)	4	1	1	2	3	2								13

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)				1	1	2								4
Advanced (A)		2	1	1	2									6
Total	4	3	2	4	6	4	0	0	0	0	0	0	0	23

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					0
4	1				1
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1								1
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					1		1		2
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

#1. The literacy skills of ELLs in K-5 are assessed with the administration of the DRA2 by the classroom teachers. The reading assessment tools tests the students' accuracy and self-correction, comprehension and fluency. The child's ability is measured in comprehension and answering literal and inferential questions after they read a story. The child may respond to questions in numerous ways, but is acceptable only as long as the response for that question demonstrates the child's understanding. The running records of oral reading has a set of conventions for coding reading errors: substitution, self-correction, repetition, omission, insertion, sounding out, spelling words, and as told or aided. The early literacy skills of ELL's in K-2 are tested on concepts of print, phonemic awareness, recognition of letters and sounds, and word recognitions.

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

#2. Based on the NYSESLAT 2013, gains significantly increased in most of the ELL's moved up one proficiency level across the grades 1 - 5. Two Kindergarten students who were at the Beginning level (as obtained from LAB-R in the Fall 2011) are now at the advanced level, considering both ELLs are severely developmentally delayed physically and cognitively. However, one Kindergarten student remains on the Beginner level due to severe developmental delays, physically and cognitively. The vision impaired ELLs in Grades 2 and 4 also did not show improvement. Although both did well in the Listening and Speaking modalities, their Reading and Writing were not developed. Both students are struggling readers and writers and just learning to do Braille. Five students on alternate assessment (NYSAA) in Grades 3-5 remained in the Beginning level.

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](#))

#3. The results of NYESLAT 2013, reading and writing will affect instructional decisions. The results of the recent test call for proper planning and employing reading comprehension strategies and thorough development of writing for school year 2013-2014. The reading/writing modalities should include vocabulary enrichment. A review of the NYSESLAT results for General and Special Education students reveal that reading and writing should be further developed. Guided reading instruction is an important component to assist students in building their reading skills. Modeled writing and conferring with students will assist them to build skills in organizing content and improving mechanics. Differentiated instruction will allow the ESL teacher to individualize instruction based on assessed needs. Individual student progress will be assessed every six weeks and adjustment made to instruction based on the analysis of those assessments. ESL goals for each grade and individual students are established at the beginning of the year and updated regularly.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

#4. A. A 4<sup>th</sup> grader took the Spanish version of the NYS tests in ELA, Math and Science and scored level 1 in ELA/Math and level

4

in Science with the assistance of an oral translator for Arabic.

B. The School Data Specialist gives out the results and indicative performance of ELLs who took the interim tests to the ESL teacher and discusses there significance. The results of the Periodic Assessment are particularly useful to the classroom teacher and ESL teacher. Results help drive instruction and focus for helping the students in their weaknesses or deficiencies, such as, listening to directions and listening to answer questions from a story passage read. In the past couple of years, and those on Alternate Assessment derived experience from taking the optional Periodic Assessments and prepared them for the NYSESLAT. To include them again in the Periodic Assessment this year will be beneficial to them.

C. The school learns to modify instruction to meet the needs of all ELLs from the Periodic Assessments. These tests mirror

New

York State tests and help predict the students' Performance Level. Acuity tests in ELA for Grades 3 to 5 uncover the needs

of

ELLs in further developing language proficiencies. Periodic Assessment in Math suggests the need for ELLs to focus on key

vocabulary and math terminology to understand word problems.

5. 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](#).)

: #5 Based upon the 2013 NYSESLAT, 38% of students improved in the area of writing, 56% of students improved in the area of reading, 22% of students improved in the area of speaking, and 33% of students improved in the area of listening. Using these results, it was determined that the areas of focus should be speaking and listening. In order to address this need, the ESL teacher will build background knowledge by previewing key vocabulary, storytelling, turn and talk, shared writing activities, and role playing. Reading and writing are the areas where most students made improvements. However, the ESL teacher will continue to use strategies such as read alouds using texts from multiple genres, guided reading, scaffolded retelling, rephrasing of concepts, modeled writing and guided writing in order to state a claim and provide evidence based upon the text.

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

#6 Data from the 2013 NYS ELA, 2013 NYS Math, 2013 NYSESLAT as well as the 2013 E.L.L. Periodic Assessment is analyzed and provided by the Data Specialist and ESL teacher and is provided to the classroom teachers. Data is disaggregated by subgroups, such as ELL's and Students with Disabilities. Classroom teachers are provided with ESL strategies by the ESL teacher and Data Specialist and incorporate those strategies through small group instruction as well as, during whole group questioning. P.S. 160 is a barrier-free school servicing students with special needs. Currently, there are 14 ELLs out of 23 in Special education. Some of them have multiple handicaps who receive other mandated services, such as, Adaptive Physical Education, Occupational Therapy, Physical Therapy, Speech and Guidance, while others are in functional classes on Alternate Assessment. These are the students who struggle with language acquisition and processing because of their learning disabilities, or are intellectually challenged as the case would be. Instruction is based on the Individual Education Plan (IEP). Differentiated Instruction is employed and activities are tailored according to their age, experience, abilities and skills to provide access to academic content areas and accelerate English Language development. All ELL students on Alternate Assessment are given equal opportunities to be exposed to skill/test sophistication. P.S. 160 has taken the option of administering the ELL Periodic Assessments to evaluate their progress and for preparedness for the mandated NYSESLAT

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

PS 160 does not have Dual Language Programs

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

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

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
#1 P.S. 160 follows the subsequent steps in identifying English Language Learners given in the Assessment Memorandum of the New York State LEP Identification Process:
  - A. Screening - Home Language Identification Survey (HLIS) is administered at enrollment. The NYS certified ESL teacher at P.S. 160, Kristen Calle who is a full time ESL teacher, does the interview and conducts the initial screening and administering the HLIS. If unavailable, the Pupil Accounting Secretary, Carol Pennacchia with the assistance of the School Data Specialist, Katherine Atilas who is Spanish speaking, conducts the screening. All have been trained to properly assist parents in the completion of HLIS. If necessary an arrangement for an outside translator in another language is made. Over-the-phone interpretation services are also available to the personnel that came into contact with limited-English-proficient parents.  
This service offers the ability to communicate with a parent with the assistance of an interpreter on the phone. This service is useful for overcoming language barriers with parents who cannot communicate proficiently in English. Over-the-phone interpretation services are available through the Translation and Interpretation unit between the hours of 8 a.m. and 5 p.m., Monday through Friday, except on select holidays. To access these services, schools may call (718) 752-7373.  
If during the initial interview the interviewer at registration notices that there is a conflict between what the parent indicated as the student's spoken language is and the actual language of the student, then a note is attached to the HLS explaining the findings of the interview and the ESL teacher takes action by conducting an informal interview with the child and determines if the he/she is to be administered LAB-R or not. The appropriate home language is recorded on the HLIS and the Pupil Secretary is notified to rectify on ATS, if there's any correction to be made.
  - B. Initial Assessment - All incoming students who live in a home where language other than English is spoken, as confirmed by the HLIS, are tested with Language Assessment Battery - Revised (LAB-R) and Spanish LAB, where appropriate, 10 days from admission by the school's ESL certified teacher, Kristen Calle. Parents of these potential English Language Learners (ELLs) are sent a letter of notification about their child's eligibility for testing to determine his/her language proficiency and language dominance. Students who score Beginning, Intermediate, and Advanced are ELLS and are given Program Placement and those who score Proficient are not. Parents are notified in writing of the results of the test administered and are invited to the Parent Orientation conducted by the school's certified ESL teacher where they are explained about the different language programs available: Transitional Bilingual Program, Dual Language Program, and English as a Second Language (ESL), and their placement selection rights. Parents view the CD on Parental Option and are walked through the completion of the Parent Survey and Program Selection Form. Copies of the Guide to Parents printed in the parent's preferred language are also given out.
  - C. Program Placement - Identified ELLs are placed in appropriate programs. P.S. 160 offers Freestanding ESL only and instructional service is conducted by the certified ESL teacher named above. If parents opt for Bilingual Education or Dual Language, they are referred to another school in the district that offers it. They are assisted by the school Parent Coordinator, Kwafi Gray, for consultation/communication activities with the ESL Compliance Officer and the principal of the school offering Bilingual Education.
  - D. Annual Assessment - On an annual basis, the New York State as a Second Language Achievement Test (NYSESLAT) is

administered in the spring to all ELLs in Grades K-5 by the certified ESL teacher to determine progress and English proficiency.

ELLs continue to receive ESL services until their scores on the NYSESLAT indicate that. ELLs exit the program when they obtain the

PROFICIENT score.

The ESL teacher makes sure that all ELL's eligible to take NYSESLAT are identified by cross-checking with the ATS reports, e.g.

RLER, RMNR, RLAT, and BESIS participation report, RBPS. The NYSESLAT has 6 grade bands: Kindergarten, 1, 2-4, 5-6, 7-8,

and 9-12. It assesses students speaking, listening, reading and writing skills, defined by NYS English as a Second Language Learning Standards. The speaking section is administered individually and asks students to respond to a word or statement read aloud or to a picture. The other sections can be administered to students in a group. Testing accommodations for ELL's in Special

Education are followed as directed. The reading section of the NYSESLAT asks students to write in response to questions about

stories printed in their test books. The writing section asks students to write in response to questions and prompts in their test books. The listening section asks students to select the correct response to a picture and/or word or statement read aloud

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

3. 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].)

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

4. 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.  
#4. ELLs who are eligible for testing are administered the LAB-R (Revised ) and the Spanish LAB, where appropriate, by the certified ESL teacher within 10 days from admission. Parents are immediately notified in writing about the test result, the level to which their child will be placed, and the number of instructional minutes per week the level requires: Beginning and Intermediate Levels receive 360 minutes per week of ESL instruction, and Advanced Level with 180 minutes. Duly signed Placement Letters are collected and kept on file by the ESL service provider. Parents are encouraged to contact the ESL teacher by phone to arrangement a meeting if they should they have any concerns. They are assured that communication is open for them, and language barrier is addressed with the assistance of Spanish-speaking or other language personnel in the school. Written communication will be available in the language of their preference.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
#5. After reviewing the Parent Survey and Program Selection forms for the past few years, it is evident that 99% of the parents have requested the Freestanding ESL program at P.S. 160. After parents viewed the CD on Parent Options and the explanations of the program choices, parents still insisted on having their child remain in the school.  
The trend in program choices for the past 3 years reveals that ESL is the preferred program by parents at our school 98% to 99% of the time.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
#6. P.S. 160 aligns the program offering with the parent choice. A Transfer Option to a Transitional Bilingual Education or Dual Language is offered to those who prefer it, since our school has Freestanding ESL only. In the future, when a great number of parents opt for Transitional Bilingual Education or has reached the required number of ELLs (at least 15 in the two consecutive grades ), our school will put in place this program model of their choice. It had done so in the past. Bilingual classes were dissolved due to the number of students that dwindled after the school zoning system was established.

## 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])?

#1. A The population of ELLs at P.S. 160 has reached 23 at this time of reporting, with a few from each class in K-5. The ESL service provider delivers the Freestanding ESL in a pull-out model in a heterogenous model or mixed proficiency levels of students.

B. Programming and scheduling is done for 23 ELLs in K-5. 18 of them on Intermediate and Beginning levels in which they are required to have 8 periods a week and 5 Advanced with 4 periods.

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)?

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

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

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.

#3. To ensure that ELLs meet the standards, the ESL program is aligned with the core curriculum of the non-ELL instructional program and the ELA and ESL state standards. P.S. 160 is making strides to be consistent with the Common Core Learning Standards following the framework in ELA and Math to prepare the students for college. ESL methodologies, as well as strategies of Balanced Literacy, Balanced Mathematics, Science and Social Studies are used to ensure comprehensive growth. Balanced Literacy focuses on Reading Workshop (mini-lesson, shared reading, guided reading and independent reading), Writing Workshop (modeled writing, guided writing, interactive writing and independent writing), and Word Work (phonemic awareness, phonics, vocabulary and comprehension).

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

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

- \* Rigby On Our Way to English
- \* Rigby Literacy
- \* Hampton Brown English to a Beat
- \* Celebration Press - Little Celebrations
- \* NYSESLAT and Beyond - Attanasio & Associates

\* Finish Line in ELA/READING/MATH

\* Math May to May - Continental Press

\* Phonics (A-C) - Continental Press

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

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

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

#4. Only one student in the 4th Grade last year took the NYS tests in Math and Science in the Spanish version. One student in the fourth grade last year took the NYS Science test. An oral translator was used to translate the test to Arabic. This student who is now in the 5th Grade is no longer exempt from taking ELA and will take NYS test in Math in English, but given modifications, including an oral translation.

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

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

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

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

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

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).

#6. Differentiating instruction for ELL subgroups:

Differentiated instruction and approaches are used for all ELL subgroups. ESL instruction in all subgroups (newcomers, ELLs being tested in ELA after one year, ELLs with less than one year, ELLs with less than 3 years of service, ELLs with more than 3

years,

and ELLs with special needs) consists of students participating in activities that require the following with consideration of their proficiency level, language acquisition, abilities and skills:

- \* To formulate, ask and respond to questions to provide information and meaning
- \* To present information in clear oral and graphic forms, apply learning strategies and make oral and written texts comprehensible and meaningful in differentiated instruction
- \* Students are encouraged to identify key elements in texts and relate those features to the students

experiences .

- \* Students are engaged in a variety of student groupings to discuss/share experiences, ideas, information, and opinions.
- \* Students share cross-cultural experience and ideas with others.

A. Instructional plan for SIFE - There is one SIFE student at P.S. 160 this year. Presently, the SIFE student is in a monolingual class. The classroom teacher and ESL teacher collaborate to plan instructional strategies in reading specifically vocabulary development.

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

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

ELLs who have less than 3 years are immersed in vocabulary activity as to reinforce oral and writing skills.

Decoding skills are emphasized. Strategies in reading comprehension are developed.

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

C. Plan for ELLs with 4-6 years -

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

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

E. Support is extended to those ELLs who tested out in the NYSESLAT. To facilitate their transition into the mainstream curriculum, they're provided maximum help in their language with comprehensive reading and writing opportunities. The ESL teacher continues to articulate with the teachers of those on transitional level to encourage them to use ESL

strategies

in the content areas. The school ensures ELL's who test out of NYSELAT receive all ELL testing accommodations.

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?

#7. P.S.160 is a barrier-free school servicing students with special needs. Currently, there are 14 ELLs out of 23 in Special Ed. Some of them have multiple handicaps who receive other mandated services, such as, Adapted Physical Education, Occupational Therapy, Physical Therapy, Speech and Guidance, while others are in functional classes on Alternate Assessment. These are the students who struggle with language acquisition and processing because of their learning disabilities, or are intellectually challenged as the case would be. Instruction is based on the Individual Education Plan (I.E.P.). Differentiated instruction is employed and activities are tailored according to their age, experience, abilities and skills to provide access to academic content areas and accelerate English language development. All ELL students on Alternate Assessment are given equal opportunities to be exposed to skill/test sophistication. P.S. 160 has taken the option of administering ELL Periodic Assessments to evaluate their progress and for preparedness for the mandated NYSESLAT.

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

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?

#8. Articulation with the classroom teacher and all the related service providers is critical at P.S. 160 in allowing for flexibility in scheduling, as well as, in monitoring the student's instructional needs and progress. The ESL teacher provides ESL services to 15 ELL-SWD in a pull-out program and groups based on students' disabilities.

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

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

### 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:	N/A		
Social Studies:	N/A		
Math:	N/A		
Science:	N/A		
N/A	N/A		

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

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

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

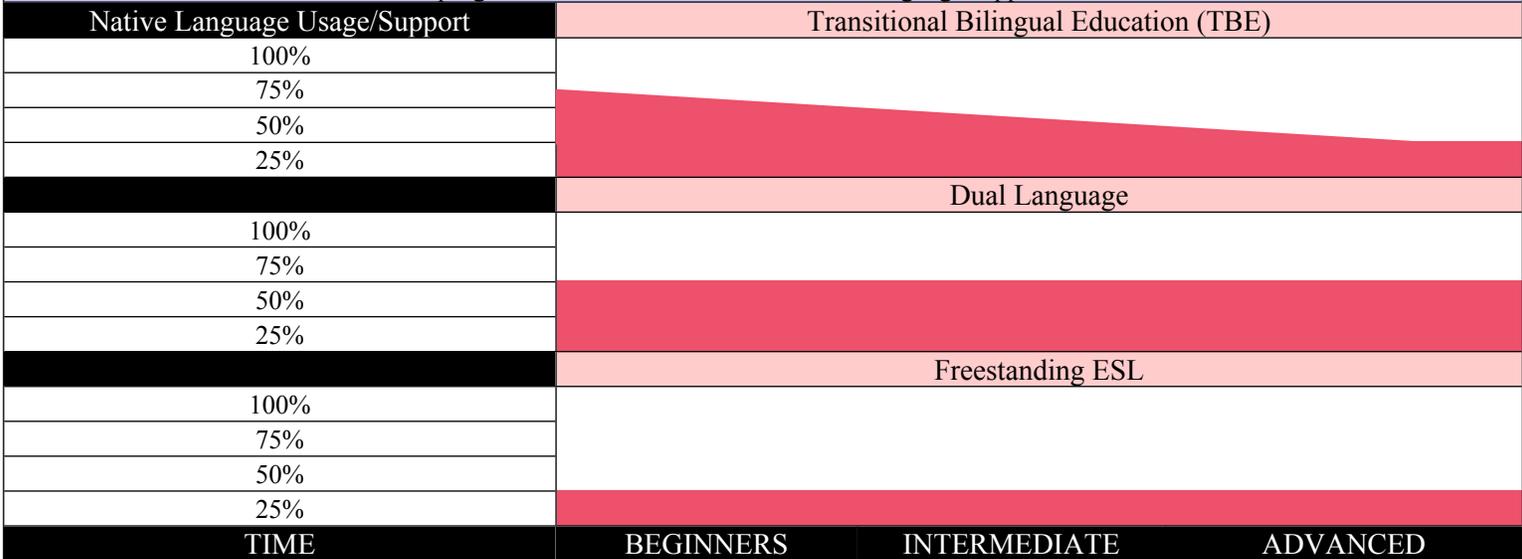
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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.

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

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

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

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

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

#10 Previously, P.S. 160 used a literacy program entitled "Treasures" as well as a math program entitled "MyMath". Due to the changes to the Common Core Learning Standards, P.S. 160 changed its literacy program to "ReadyGen" and its math program to "GoMath". Both programs incorporate specific reading techniques and strategies designed for ELL students who may experience difficulty. These programs are new for the school year 2013-2014. However, data from running records and math chapter unit tests suggests that the new programs are effective. The ESL teacher will continue to use strategies from the literacy and math programs to assist ELLs.

ReadyGen and GoMath have social studies and science embedded within. However, P.S. 160 will continue to use its current Social Studies and Science programs. Through ReadyGen, the ESL teacher is able to infuse Social Studies and Science into daily lessons. Data from the 2013 NYSAA and 2013 NYS Science exams show that 90% of ELLs scored level 3 or 4 which demonstrates that the program is effective.

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

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

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

No program will be discontinued for ELLs.

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

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

- \* ELA and Math After School Program - held on Mondays from 2:20-4:20 for two hours for Grades 3 - 5
- \* Special Education Teacher Support Services (SETSS) for Grades 2-5
- \* Extended Time Sessions in Literacy and Math for Grades 2-5 on Tuesdays and Wednesdays from 2:20-3:10.

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

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

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

- \* Rigby On Our Way to English

- \* Rigby Literacy
- \* Pebble Reading
- \* Hampton-brown Into English
- \* Hampton-Brown English to a Beat
- \* Celebration Press - Little Celebrations
- \* NYSESLAT and Beyond - Attanasio
- \* Empire State NYSESLAT - Continental Press
- \* Finish Line in ELA/READING - Continental Press
- \* Fiction/Nonfiction class libraries

**B. Mathematics:**

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

**C. Social Studies:**

- \* Social Studies Coach
- \* Newbridge Discovery Links

Title III gave an allocated amount in October 2012 for books and materials that our school purchased for ELLs including software for reading and vocabulary games.

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

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

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

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

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

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

**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.**

# 17 Newly arrived ELLs who enroll throughout the school year participate in activities that may include:

- Becoming familiar with the environment by taking a tour of the school
- Placement in a class where there are others who speak the same language
- The assignment of a class buddy
- Building a rapport with a staff member who speaks their native language
- Expressing their thoughts/feelings regarding their new environment using all four modalities

**18. What language electives are offered to ELLs?**

No language electives are offered to ELLs at P.S. 160.

**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 to P.S. 160.

## 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.

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

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

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

#2. The ESL teacher attends training, workshops and seminars conducted by The Office of English Language Learners or recommended by the Principal.

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

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

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

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

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

## 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?

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

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

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

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

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

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

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

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

#4. On a school-wide basis P.S. 160 addresses the needs of all parents through the data received from parents' responses to school's outreach, such as, the Learning Environment Surveys, Parent Roundtable, etc. The school offers workshops and resources that help empower parents in the area of need. This is done through various organizations, such as, Learning Leaders, our network provider, Fordham University, in-house facilitators, OEM Preparedness, Westchester Square Medical Center, and

Resources for Children with Special Needs, JASA Grandparent Connection, and workshops facilitated by the Parent Coordinator. Each workshop is chosen to provide parents with information and resources for necessary skills. Where needed, a language interpreter is made available.

### **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)
Lori Baker	Principal		1/17/13
Laverne Burrowes	Assistant Principal		1/17/13
Kwafi Gray	Parent Coordinator		1/17/13
Kristen Calle	ESL Teacher		9/1/13
	Parent		
Katherine Atilas	Teacher/Subject Area		1/17/13
	Teacher/Subject Area		1/1/01
Daniela Rocco	Coach		1/17/13
	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: 11X160 School Name: The Walt Disney School

Cluster: 5 Network: 551

**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.

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on the above mentioned records, it was revealed that approximately:  
70% prefer information materials, notices or letters provided to parents in English only  
20% prefer English and Spanish  
10% prefer Spanish only

The findings are shared with the school administrators, parent coordinator, school personnel and all classroom teachers. This is achieved through the cumulative record cards, copies of emergency cards which state the preferred language, SLT meetings as well as the Parent Handbook. All staff members are made aware of these written and oral interpretation needs of the parents. Staff members acknowledge their request whenever information, materials, notices, letters are distributed. They also provide for interpretation with the assistance of school personnel who speaks any of the 8 covered languages; Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish and Urdu. Spanish is predominantly the language spoken by limited English speaking parents of P.S. 160. Since many school personnel speak the language, P.S. 160 is able to provide written communication to those who prefer it in Spanish.

## 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.

In addition to the information materials that are centrally prepared by the Translation and Interpretation Unit and made available in the 8 covered languages, P.S. 160 ensures the timely delivery of other written information vital to parents by sending out important materials translated in-house by school staff or parent volunteer. All written translations are parent friendly and eliminating the need for an outside vendor. If a written translation is not readily available, a cover letter or notice on the face of the English document indicates to the parents how they can request translation or interpretation of such document. Written in their preferred language, parents are instructed to obtain translation services that are available to be downloaded from the DOE's Translation ResourcesPage. Signage in multilingual posters providing instructions on where to obtain written translation and interpretation service are printed and also posted in conspicuous locations in the school building.

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

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

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

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

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

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

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