

**2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	11x160
School Name:	THE WALT DISNEY SCHOOL
Principal:	LORI BAKER

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Walt Disney School School Number (DBN): 11X160
School Level: Elementary Grades Served: Pre K – 5th
School Address: 4140 Hutchinson River Parkway, Bronx, NY 10475
Phone Number: (718) 379-5950 Fax: (718) 320-0392
School Contact Person: Lori Baker Email Address: Lbaker3@schools.nyc.gov
Principal: Lori Baker
UFT Chapter Leader: Jodi Stern
Parents' Association President: Chinyere Okafor and Tiamber Johnson
School Leadership Team
Chairperson: Deidre Nowak
Student Representative(s): _____

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: 1250 Arnow Avenue, Bronx, NY 10469
Superintendent's Email Address: Mlopez9@schools.nyc.gov
Phone Number: (718) 519-2620 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 551 Network Leader: Marge Struk

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lori Baker	*Principal or Designee	
Jodi Stern	*UFT Chapter Leader or Designee	
Chinyere Okafor Tiamber Johnson	*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	
Deidre Nowak	Member/ UFT Representative	
Frances Dellacava	Member/ UFT Representative	
Helen Concepcion	Member/ DC 37 Representative	
Morning DeBruin	Member/ Parent	
Renee Gaynor Parker	Member/ Parent	
Rebecca Rouss	Member/ Parent	
Maria Portela	Member/Parent	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

SCEP Overview

P.S. 160 The Walt Disney School is a Pre-K through fifth grade barrier-free school located in Co-op City in the North East Bronx, in Community District 11. It serves a student population of 398 students. The school is centered among 15 cooperative buildings of which 90% of the students reside. P.S. 160 is co-located on the 11X160 campus with two other schools, The Equality Charter School, which is a middle school serving students in grades sixth through eighth and X168, a District 75 elementary school that serve students with special needs in grades K through 3.

The vision of P.S. 160 is to provide a nurturing academic environment that creates lifelong learners who will meet the challenges of the 21st-century.

The mission of P.S. 160 is to provide a standards based education through high expectations, creativity, respect and the cooperation of family, community and school.

Through analyzing student data, we found that on the New York State ELA exam 24% of students in 3rd grade scored levels 3 or 4, 22% of students in 4th grade scored levels 3 or 4, and 25% of students in 5th grade scored levels 3 or 4. On the New York State Math exam, 22% of 3rd grade students scored levels 3 or 4, 19% of 4th grade students scored levels 3 or 4, and 13% of 5th grade students scored levels 3 or 4. In reviewing the item analysis for the New York State ELA and New York State Math exams, we found that more than 50% of students in 3rd, 4th, and 5th grades had difficulty answering questions related to craft/structure and fractions. As a result, the school has identified an instructional focus that will assist us in preparing students for college and careers. The instructional focus is as follows: Systems and structures will be established to support and promote student achievement through rigorous academic task which foster critical thinking skills and enhances social/emotional development. School-wide, the Common Core Standards we will continue to focus our attention on, in the content area of English Language Arts are Craft/Structure, Key Ideas, and Details. In the area of Mathematics we will focus on Numbers and Operations – specifically Fractions.

Our school community is unique in that we are a professional learning community with various collaborative teams. Within grades pre-K through fifth grade, there is a Teacher Leader identified for each grade. The Teacher Leader is responsible for ensuring that all members of the grade team are aware of pertinent information regarding the grade and the school as a whole. Each grade has common planning time once a week. During this time the teachers of each grade meet to collaborate and to discuss best practices that will lead to improvements and lesson quality, instructional effectiveness and student achievement. There are Inquiry Teams on each grade, as well as, a Special Education Inquiry Team and a Special Education Teacher Support Services (SETSS) Inquiry Team. These teams are immersed in the collaborative inquiry cycle with an identified target population of students per grade. The work of these teams is mainly built around the instructional foci of the school. Through the work of these teams instructional strategies are created and refined to improve student outcomes. The school also has a Teacher Leader Professional Learning Team. This team meets on a monthly basis to discuss the school-wide curriculum or instructional adjustments that may be needed. The need for these adjustments are grounded in data from both formative and summative

assessments and from analyzing student work. Teachers also participate in classroom inter-visitations.

Parents learn about the school's curriculum through various learning opportunities such as the P.S. 160 Parent Academy, Parent Learning Walks and Curriculum Week. Parents also collaborate with teachers as they assist in classrooms through the Learning Leaders Program.

The school has a sound collaborative partnership with the Mosholu Montefiore Community Center (MMCC). MMCC provides an after school day care program. The program serves students in kindergarten through fifth grade. It runs from the end of the school day until 6 PM from September through June. There is also a summer camp component to the program.

The school is supported instructionally by the Fordham University Partnership Support Organization (PSO). The Fordham PSO provides the school with on-site services and professional learning for the school community.

In the area of school strengths, the students and staff of P.S. 160 were successful in closing the achievement gap for our lowest performing students. The school has also had success in moving students with special needs to a less restrictive environment.

The school has a well established Positive Behavioral Intervention System – (PBIS) program. The program has been in existence at PS 160 for seven years and has the support of students, staff members, and parents.

Our school's recent accomplishment has been achieving Annual Yearly Progress (AYP) for our students with disabilities for the 2012-2013 school year. Another recent accomplishment has been the successful addition of pre-kindergarten which began with one class during the 2013-2014 school year. Two additional classes were added during the current school year. We continue to work diligently on the challenge to close the achievement gap for our students with special needs.

The DTSDE Tenent that we have made the greatest growth in during the previous year was 3.2-*Ensure that a cohesive comprehensive and adaptive curriculum inclusive of clearly developed units align to CCLS and New York state standards, is used in all areas of study including interventions.* Last year, the teachers were involved in professional learning opportunities that focused on ensuring the alignment of the programs used in all content areas, to the Common Core Learning Standards.

The school continues to ensure that instructional practices and strategies that plan for students with disabilities and English Language Learners is evident in lesson development (4.2).

11X160 School Information Sheet

School Configuration (2014-15)

Grade Configuration	PK,0K .01,02, 03,04, 05	Total Enrollment	401	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	5	# SETSS	N/A	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	1	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	62.5%	% Attendance Rate			93.3%
% Free Lunch	63.5%	% Reduced Lunch			12.8%
% Limited English Proficient	6.0%	% Students with Disabilities			33.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.8%	% Black or African American			55.9%
% Hispanic or Latino	35.8%	% Asian or Native Hawaiian/Pacific Islander			2.6%
% White	2.1%	% Multi-Racial			1.0%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.69
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	22.9%	Mathematics Performance at levels 3 & 4			16.5%
Science Performance at levels 3 & 4 (4th Grade)	95.6%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
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 Mathematics (2012-13)					
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 (2012-13)					
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	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	H
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	H
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E
Part 1b. Needs/Areas for Improvement:		
<ol style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. 		
<p>As stated in the 2013-2014 Priority and Focus School Abbreviated Report, P.S. 160 demonstrates strength in a curriculum that is well aligned to Common Core Learning Standards and promotes rigor and coherence for all learners who meet challenging tasks. There is a robust focus on English Language Learners and our population of Students with Disabilities. The next steps for school improvement includes deepening the effective and purposeful process currently in place to evaluate and adjust curriculum in order to meet the assessment expectations of the Common Core Learning Standards.</p>		

Part 2 – Annual Goal

<p>List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, through the use of adaptive, comprehensive, and rigorous curriculum such as Teacher's College Writing, Abrams Learning Trends Phonics Program, ReadyGen, Go Math Units, Social Studies, and Science lessons that are aligned to the CCLS, there will be an increase of 10% of students, including students with disabilities and English Language Learners meeting proficient levels or making one year progress as measured by the 2014-2015 New York State ELA and New York State Mathematics assessments as well as, the NYSESLAT for English Language Learners.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The systems and structures needed in place are as follows: <ul style="list-style-type: none"> • Inquiry Teams (Grade Level, Special Education, SETSS) • Teacher Leader Professional Learning Team • Common Planning Meetings • Weekly Professional Learning Meetings • Inter-visitations • Academic Intervention/Enrichment After School Programs • English as a Second Language Services 	All students in grades Pre-K - 5 including general education, students with disabilities, English Language Learners and students receiving Academic Intervention Services	September 2014-June 2015	School Administrative Team , Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ESL Teacher
The strategies that will be utilized are as follows: <ul style="list-style-type: none"> • Additional small group instruction daily in each classroom for close reading of complex texts and/or Guided Reading; providing scaffold materials (i.e. graphic organizers, etc. (Shift 3-ELA: Read more complex text) • The development of rigorous academic tasks through the use of the Hess Cognitive Rigor Matrix and the Depth of Knowledge • Flexible scheduling for student programs when appropriate • Written teacher feedback with next steps for learning articulated to the students • Grade, class and student specific goals for learning • Students with outlines/graphic organizers to assist with writing, and Performance-Based Assessments (Shift 5-ELA: Writing from sources) • An introduction/review of vocabulary on a daily basis; using a text based vocabulary in whole/small group discussion and /or within their writing (Shift 6-ELA: Academic vocabulary) • Exposure to life sciences and social studies through the ReadyGen and/or outside teacher resources (Shift 2-ELA: Learn about the word through reading) • Students with a deep understanding and focus on the significant aspect of the standard being addressed (Shift 1 	All students in grades Pre-K - 5 including General Education, Students with Disabilities, English Language Learners and students receiving Academic Intervention Services	September 2014-June 2015	School Administrative Team , Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ESL Teacher

<p>Math: Learn more about less and 4-Math: Deep understanding)</p> <ul style="list-style-type: none"> Students with multiple strategies to solve problems and encourage to choose a strategy that works best for them (Shift 5-Math Application) 			
<p>Strategies to increase parent involvement and engagement are:</p> <ul style="list-style-type: none"> P.S. 160 Parent Academy Parent Round Table Discussions Learning Walks Parent Workshops Six Week Parenting Workshops Extended Tuesday Parent Conversations Curriculum Week & Open School Week Class Visitations Community Initiative Board Monthly PTA Meetings 	Parents of all students in grades Pre-K - 5 including General Education, Students with Disabilities and English Language Learners	September 2014-June 2015	School Administrative Team, Parent Coordinator, Classroom Teachers, Cluster Teachers, Parent-Teacher Association, Business Partners within the School Community
<p>Activities that address the Capacity Framework element of Trust are:</p> <ul style="list-style-type: none"> Monthly School Leadership Team Meetings Monthly Teacher Leader Professional Learning Team Meetings Teacher Common Planning Meetings Professional Learning Meetings Staff and Principal Consultation Meetings PBIS Spirit Week PBIS Celebrations, Rewards and Incentives 	Teachers of all students in grades Pre-K - 5 including General Education, Students with Disabilities, English Language Learners and students receiving Academic Intervention Services	September 2014-June 2015	School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS,) Academic Intervention Teacher, ESL Teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- ReadyGen student materials and manuals
- Go Math student materials and manuals
- Computer technology
- Online programs
- Teacher created materials

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Progress monitoring will take place March 2015 with school created assessments based on the instructional foci.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	H
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As noted in the 2013-2014 Priority and Focus school recommendations, P.S. 160 demonstrates strength in :

- The use of data to identify areas of need
- An established system for referral and support for all students including SWD’s

Our priority needs include:

- To strategically use data to identify targeted areas of need in order to show a reduction in OORS
- Utilize internal or external resources to build relationships between staff and students that will strongly impact student’s social emotional development

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, P.S. 160 will utilize internal and/or external resources that will build positive relationships between staff and students and will continue to implement PBIS (Positive Behavior Intervention Support Program) that will strategically collect data related to student socio-emotional needs, so as to reduce the OORS by 20%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be	Timeline What is the start and	Key Personnel Who is responsible for implementing

<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<p><u>Internal Resources</u></p> <ul style="list-style-type: none"> • Small group counseling • Individual/At-risk counseling • Crisis counseling • Lunch Bunch Program • Social Skills Group • PBIS Program • PBIS Check In/Check Out (Tier II) • Basketball Program • Lunchroom Incentives • Respect For All Week 	All students PreK-5 including English Language Learners SWD's (IEP students)	September 2014 – June 2015	School Administrative Team, Guidance, Parent Coordinator, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ESL Teacher
<p><u>Strategies to Increase Parent Involvement & Engagement</u></p> <ul style="list-style-type: none"> • Learning Leaders Program • Boys Town • ENACT Workshops • Local business incentives • Parent Roundtable • Tuesday Parent Engagement Sessions 	All students PreK-5 including English Language Learners SWD's (IEP students)	September 2014 – June 2015	School Administrative Team, Community Member Volunteers, Boys Town Staff, ENACT personnel, CBO Community Based Organization members
<p><u>Activities that Address Capacity Framework – Trust</u></p> <ul style="list-style-type: none"> • Monthly PBIS Spirit Week • Weekly PBIS Character Education Lessons • RTI Meetings (Response to Intervention) • PBIS Team Meetings 	All students PreK-5 including English Language Learners SWD's (IEP students)	September 2014 – June 2015	School Administrative Team, Guidance, Parent Coordinator, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ESL Teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- PBIS Rewards incentives
- Teacher created reward systems
- Character development library
- Character development videos
- Schedule adjustments

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Progress monitoring will take place in February 2015 through the review of the OORS Online Occurrence Reporting System.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	H
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	H

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As stated in the 2013-2014 Priority and Focus School Quality Review Abbreviated Report, P.S. 160's teachers are well informed by the Danielson Framework and carefully align instructional practices for groups of students with a variety of needs and learning styles. The next steps for school improvements include to ensure further the alignment of teacher practices to the professional development activities including supports for new teachers and enhance feedback that strategically captures specific strengths and next steps which lead to improved and more meaningful student work.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, to ensure further the alignment of teacher practices to professional development activities 100% of teachers will collaborate, collect and analyze data in order to utilize instructional practices and strategies. These instructional practices will be scaffolded to accommodate the needs of all students including students with disabilities and English Language Learners which will result in the development of comprehensive lesson plans as measured by a 2 level growth in reading.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional 			

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
<p><u>Activities/Strategies</u></p> <ul style="list-style-type: none"> Teacher Teams Common Planning Inquiry RTI 	All teachers Pre-K – 5 including General Education, Special Education, SETSS, Clusters	September 2014 – June 2015	School Administrative Team , Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ESL Teacher, Network Instructional Coach
<p><u>Professional Learning</u></p> <ul style="list-style-type: none"> Smartboard DRA Inquiry Cycles ReadyGen Writing Intervisitations New Teacher Meetings Mentor Program Walk-throughs Mock Quality Review Network Support 	All teachers Pre-K – 5 including General Education, Special Education, SETSS, Clusters	September 2014 – June 2015	School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ESL Teacher, Network Instructional Coach
<p><u>Parental Involvement</u></p> <ul style="list-style-type: none"> Parent Teacher Conferences Open School Week Learning Leaders Parent Workshops Parent Walk-through 	Parents of grades Pre-K – 5, students in General and Special Education	September 2014 – June 2015	School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ESL Teacher , Parent Coordinator
<p><u>Activities that Address the Capacity Framework - Trust</u></p> <ul style="list-style-type: none"> Self-selected Intervisitations Teacher Teams Mentors Inquiry Teams Common Planning 	All teachers Pre-K – 5 including General Education, Special	September 2014 – June 2015	School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher

	Education, SETSS, Clusters		Support Services Teachers (SETSS), Academic Intervention Teacher, ESL Teacher
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- PRIM (Pre-Referral Intervention Manual)
- LIM (Learning Intervention Manual)
- RTI (Response to Intervention)
- Engage NY
- DRA
- ARIS Learn
- Engrade
- Skool bo
- Go Math Online Resources

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

Progress monitoring will take place in February where 80% of teachers will revise and adjust comprehensive plans that will reflect improved instructional strategies.

Part 6b. Complete in **February 2015**.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	H
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	H
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	H

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As noted in the 2013-2014 Priority Focus School Quality Review Abbreviated Report, P.S. 160 demonstrates strength in the following :

- Teaching practices that are well informed by the Danielson Framework and carefully aligned with the school’s emphasis on tasks that maximize participation through multiple entry points to challenge the full range of students and to refine students’ thinking.
- The administrative team continues to make strategic decisions including hiring, teacher assignments and student groupings that are well aligned with instructional goals thus ensuring that teachers’ professional responsibilities focus on instructional work that engages all students in challenging tasks.

Our priority needs include:

Ensuring further the alignment of teacher practices to the professional development activities including support for new teachers and enhance feedback that strategically captures specific strengths and next steps which lead to improved and more meaningful work products.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will build capacity by recruiting, hiring and partnering with a variety of organizations to generate a wealth of internal and external human resources which will allow school personnel to equitably and adequately meet the academic and social needs of all students as measured by student growth/progress in interim assessments, student growth in reading levels, and improvement of student behavior which may be impeding academic/social growth.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Continue to build on collaborative work amongst teachers by conducting intervisitations, participating in Common Planning and differentiated professional learning opportunities to assist with building capacity within the teaching staff. • Teachers will participate in Inquiry Team work in an effort to refine their practice to positively impact student outcomes. 	<p>Teachers of all students in grades Pre-K - 5 including general education, Students with Disabilities, English Language Learners and students receiving Academic Intervention Services.</p>	<p>September 2014-June 2015</p>	<p>School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Service Teachers, Academic Intervention Teacher, ESL Teacher</p>
<ul style="list-style-type: none"> • Conduct study groups through Fordham PSO Network Support, to strengthen teacher practice that is within the ineffective and developing areas on the HEDI rubric within the Danielson Framework. • Assist teachers in selecting external professional learning opportunities that meet their needs based on various forms of feedback. (ex. informal/formal observations, analysis of student work etc.) 	<p>Teachers of all students in grades Pre-K -5 who's practice is within the ineffective and developing areas on the HEDI rubric within the</p>	<p>September 2014-June 2015</p>	<p>School Administrative Team, Fordham PSO Network Team Associates, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Service Teachers, Academic Intervention Teacher, ESL</p>

	Danielson Framework. Including General Education, Students with Disabilities, English Language Learners and students receiving Academic Intervention Services.		Teacher
<p>Strategies to increase parent involvement and engagement are:</p> <ul style="list-style-type: none"> • P.S. 160 Parent Academy • Learning Leaders Program • Parent Round Table Discussions • Learning Walks • Parent Workshops • Six Week Parenting Workshops • Extended Tuesday Parent Conversations • Curriculum Week & Open School Week Class Visitations • Community Initiative Board • Monthly PTA Meetings • Parent Title 1 Funded Workshops <p>Parent Title 1 Priority and Focus funded parent activities</p>	Parents of all students in grades Pre-K - 5 including General Education, Students with Disabilities and English Language Learners.	September 2014-June 2015	School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Service Teachers, Academic Intervention Teacher, ESL Teacher Parent Coordinator, Parent-Teacher Association, Business Partners within the School Community
<p><u>Activities that address the Capacity Framework Element of Trust</u> In an effort to increase parent involvement and engagement are:</p> <ul style="list-style-type: none"> • Monthly School Leadership Team Meetings • Monthly Teacher Leader Professional Learning Team Meetings • Staff and Principal Consultation Meetings • PBIS Spirit Week • PBIS Celebrations, Rewards and Incentives 	Teachers of all students in grades Pre-K - 5 including General Education, Students with Disabilities, English Language Learners and students	September 2014-June 2015	School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Service Teachers, Academic Intervention Teacher, ESL Teacher

	receiving Academic Intervention Services.		
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Fordham PSO/DOE Professional Learning Opportunities
- ARIS Learns (materials and videos)
- Adjustments to the school program in order to schedule coverages for teacher intervisitations
- Teacher substitute coverage to attend professional learning

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Strategies/activities will be revisited and adjusted for continuous improvement. In addition, a mid-point benchmark will be established specifically February, 2015. At that point of progress monitoring adjustments/revisions will be made if necessary.

Part 6b. Complete in February 2015.

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|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	H
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	H

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As stated in the Priority and Focus School Recommendations, P.S. 160 shows strength in regularly communicating with families using multiple tools. The next steps for school improvement are:

- To elicit family feedback concerning student achievement and/or needs
- Use multiple interactive communication paths in all pertinent languages

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 10% increase in parent involvement, including new parents, and interaction school-wide and individually as measured by parental participation at events, workshops, meetings, and conferences.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to			

6. impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
<u>Activities/Strategies</u> <ul style="list-style-type: none"> • ENACT Parent Workshops • Postings on school website (with translation feature) • Global Connect/Blackboard phone messaging service • Flyers/notices • Parent calendar • PTA Meetings • Adult literacy • Curriculum Week • Monthly Parent Roundtables • Parent Learning Walks • School Leadership Team • Progress Reports • Newsletter • Engrade Gradebook • Parent Academies • Parenting classes • D.A.D.S Initiative • Open School Class Visitations Week • Parent surveys • Learning Leaders • Boys Town 	All Pre-K – 5 parents including new parents, fathers, parents of SWD's, parents of English Language Learners, Guardians, Grandparents	September 2014 – June 2015	School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Service Teachers, Academic Intervention Teacher, ESL Teacher PTA, Parent Coordinator, CBO personnel

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Instructional materials provided by ENACT
- Learning Leaders
- Parent Academy
- Network
- FACE

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Progress monitoring will take place in February 2015 by reviewing workshop/meeting sign-in sheets, tear-offs, individual parent meeting sign-in sheets, in-house parent survey results developed by PTA and parent Coordinator, results from the Learning Environment Survey, Questionnaire/Reflection sheets.

Part 6b. Complete in **February 2015.**

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|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYS ELA score Level 1 or 2, DRA 2 Levels ReadyGen Units tests which includes Performance Based Assessments	Skill by Skill Reading in Focus Direct Instruction, Skill Sophistication, Guided Practice to include Guided Writing	Small Group and 1:1 Instruction	During school day and afterschool
Mathematics	NYS Math score Level 1 or 2, GoMath Unit Tests which includes Performance Based Assessments	Strand by Strand Math in Focus Direct Instruction, Skill Sophistication, Guided Practice	Small Group and 1:1 Instruction	During school day and afterschool
Science	4 th Gr NYS ELA K-5 Science Unit Tests which includes Project Based Assessments	4 th Gr Kaplan Advantage Simple Solutions Foss Webb, Guided Practice, Guided Writing, Direct Instruction, Scaffolded Support with the Scientific Inquiry Method, Scaffolded Support for Tier 3 Content Level Vocabulary	Small Group and 1:1 Instruction	During school day and afterschool
Social Studies	K-5 Social Studies Unit Tests	Houghton Mifflin Direct Instruction, Guided Writing, Guided Practice, Scaffolded Support with DBQ Questioning, Scaffolded Support for Tier 3 Content Level Vocabulary	Small Group and 1:1 Instruction	During school day
At-risk services (e.g. provided by the Guidance Counselor,	Students having difficulty with Tier 1 PBIS	PBIS Check In/ Check Out Girls Lunch Bunch	Small Group and 1:1 conferencing	Throughout the school day

<i>School Psychologist, Social Worker, etc.)</i>				
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11X160 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	401	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	62.5%	% Attendance Rate		93.3%
% Free Lunch	63.5%	% Reduced Lunch		12.8%
% Limited English Proficient	6.0%	% Students with Disabilities		33.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.8%	% Black or African American		55.9%
% Hispanic or Latino	35.8%	% Asian or Native Hawaiian/Pacific Islander		2.6%
% White	2.1%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.69
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.9%	Mathematics Performance at levels 3 & 4		16.5%
Science Performance at levels 3 & 4 (4th Grade)	95.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 Mathematics (2012-13)				
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 (2012-13)				
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	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

11X160 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	401	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	62.5%	% Attendance Rate			93.3%
% Free Lunch	63.5%	% Reduced Lunch			12.8%
% Limited English Proficient	6.0%	% Students with Disabilities			33.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.8%	% Black or African American			55.9%
% Hispanic or Latino	35.8%	% Asian or Native Hawaiian/Pacific Islander			2.6%
% White	2.1%	% Multi-Racial			1.0%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.69
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	22.9%	Mathematics Performance at levels 3 & 4			16.5%
Science Performance at levels 3 & 4 (4th Grade)	95.6%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
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 Mathematics (2012-13)					
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 (2012-13)					
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	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

11X160 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	401	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	62.5%	% Attendance Rate			93.3%
% Free Lunch	63.5%	% Reduced Lunch			12.8%
% Limited English Proficient	6.0%	% Students with Disabilities			33.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.8%	% Black or African American			55.9%
% Hispanic or Latino	35.8%	% Asian or Native Hawaiian/Pacific Islander			2.6%
% White	2.1%	% Multi-Racial			1.0%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.69
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	22.9%	Mathematics Performance at levels 3 & 4			16.5%
Science Performance at levels 3 & 4 (4th Grade)	95.6%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
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 Mathematics (2012-13)					
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 (2012-13)					
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	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

11X160 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	401	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	62.5%	% Attendance Rate		93.3%
% Free Lunch	63.5%	% Reduced Lunch		12.8%
% Limited English Proficient	6.0%	% Students with Disabilities		33.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.8%	% Black or African American		55.9%
% Hispanic or Latino	35.8%	% Asian or Native Hawaiian/Pacific Islander		2.6%
% White	2.1%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.69
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.9%	Mathematics Performance at levels 3 & 4		16.5%
Science Performance at levels 3 & 4 (4th Grade)	95.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 Mathematics (2012-13)				
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 (2012-13)				
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	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

11X160 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	401	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	62.5%	% Attendance Rate		93.3%
% Free Lunch	63.5%	% Reduced Lunch		12.8%
% Limited English Proficient	6.0%	% Students with Disabilities		33.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.8%	% Black or African American		55.9%
% Hispanic or Latino	35.8%	% Asian or Native Hawaiian/Pacific Islander		2.6%
% White	2.1%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.69
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.9%	Mathematics Performance at levels 3 & 4		16.5%
Science Performance at levels 3 & 4 (4th Grade)	95.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 Mathematics (2012-13)				
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 (2012-13)				
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	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

11X160 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	401	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	62.5%	% Attendance Rate			93.3%
% Free Lunch	63.5%	% Reduced Lunch			12.8%
% Limited English Proficient	6.0%	% Students with Disabilities			33.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.8%	% Black or African American			55.9%
% Hispanic or Latino	35.8%	% Asian or Native Hawaiian/Pacific Islander			2.6%
% White	2.1%	% Multi-Racial			1.0%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.69
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	22.9%	Mathematics Performance at levels 3 & 4			16.5%
Science Performance at levels 3 & 4 (4th Grade)	95.6%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
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 Mathematics (2012-13)					
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 (2012-13)					
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	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

11X160 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	401	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	62.5%	% Attendance Rate		93.3%	
% Free Lunch	63.5%	% Reduced Lunch		12.8%	
% Limited English Proficient	6.0%	% Students with Disabilities		33.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.8%	% Black or African American		55.9%	
% Hispanic or Latino	35.8%	% Asian or Native Hawaiian/Pacific Islander		2.6%	
% White	2.1%	% Multi-Racial		1.0%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.69	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	22.9%	Mathematics Performance at levels 3 & 4		16.5%	
Science Performance at levels 3 & 4 (4th Grade)	95.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
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 Mathematics (2012-13)					
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 (2012-13)					
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	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

Section 7: Title I Program Information

Directions:

9. All schools must indicate their Title I status in Part 1
10. All elements of the *All Title I Schools* section must be completed in Part 2
11. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
12. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
13. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
14. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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"> • A bachelor's degree from a four year institution • A valid NYS Certificate for the vacancy <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 such as weekly Professional Development, inter-visitations (scheduled and self-selected), Book Studies, Teacher Leader Professional Learning Team, and Teacher Team Meetings.</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>

2b. 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).
<p>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 Learning Standards. Through feedback provided from informal and formal observations, differentiated professional development will address the needs of individual teachers.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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 Lead (1)/Health Coordinator, and school administration. Prior to the Learning Walk, the school data is explained to the parents by the Assistant Principal/School Data Specialist.

4b. 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, special education teachers. 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.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal	\$230,566.00	X	11,12,15,16,18,19,21,22,23,25
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	\$2,306.00 (Parent Engagement Set-aside) \$55,251.00	X	11,12,15,16,18,19,21,22,23,25
Title II, Part A	Federal	\$108,967.00	X	11,12,15,16,18,19,21,22,23,25
Title III, Part A	Federal	\$753.00	X	11,12,15,16,18,19,21,22,23,25
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	\$2,154,080.00	X	11,12,15,16,18,19,21,22,23,25

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and Local funds to provide those services. By consolidating funds from Federal, State, and Local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

School Parent Involvement Policy

P.S. 160

The Walt Disney School

Ms. Lori Baker, Principal

Ms. Katherine Atilas, Asst. Principal

Ms. Daniela Rocco, 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. In compliance with the Section 1118 of Title 1, Part A of the No Child Left Behind (NCLB) Act, we have developed this policy to strengthen the connection and support of student achievement between the school and the families.

P.S. 160 works to foster an environment for our students that enables them to reach their full 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 and activities as regulated by the Title 1, Title III, Title IV and the No Child Left Behind legislation. This will include convening an annual meeting to:
 - a). Explain to parents the requirements of these laws in simple, direct and understandable terms.
 - b). Inform parents of the school's participation in such programs, and include them, in an organized and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation.
 - c). Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.
- 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 by-laws
 - 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.
- 1) 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.
 - c. Extended Day Tuesdays- Parent/Teacher Conversations
 - 2) By providing technical support, training, professional development, especially in developing leadership skills through partnerships with organizations such as Learning Leaders, CRSN, as well as our own in house instructional leads. 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.
 - 3) 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

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 potential 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 4 Parent Teacher Conferences , reading and limiting my own TV viewing etc.)

- Assure that my child arrives to school on time every day in uniform and prepared with the required supplies to work. Keep an open dialogue with my child about his/her school activities each day.
- Provide a quiet space for my child to do his/her homework while providing the necessary supplies to complete his/her assignments.
- Ensure that my child will complete all: daily homework assignments, monthly reports and all science & social studies projects on time.
- Communicate regularly with my child's teacher and make sure I am advised of all academic & behavioral expectations my child is responsible for meeting. Be responsible for reviewing and signing all communication that is sent home with my child e.g. Weekly progress reports and all notices.
- Make sure my child observes school rules within the classroom and the entire building that are set by his/her teacher, the principal and the Dept. of Education.
- Be available to assist my child by: Checking his/her book bag and homework folder daily, reviewing completed assignments, notices, all school information that is sent home, seeking out opportunities to volunteer, support the school in developing positive behaviors and implementing school policies & procedures.
- Read to my child and encourage him/her to read independently daily, also monitoring my child's TV viewing, video game and online activities. Ensure that they receive adequate and appropriate nutrition and sleep daily.
- **Provide the school with current/active telephone numbers and emergency contact information. Notify the school's office of any changes in address or contact information immediately.**
- Alert the school if there are any significant changes in my child's health or well being that may affect his/her ability to perform in school.

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

The Student Agrees To:

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

- Give to my parents/guardians all notices and information received by me from my school everyday.

Tear Off

Please sign and return to school by Dec. 22, 2014.

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

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

Parent/ Guardian's Signature

Date

Students Signature

Date

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 11	Borough Bronx	School Number 160
School Name The Walt Disney School		

B. Language Allocation Policy Team Composition [i](#) 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 Lori Baker	Assistant Principal Laverne Burrowes
Coach Daniela Rocco	Coach Literacy/Mathematics
ESL Teacher Kristen Calle	Guidance Counselor Kathleen Flanagan
Teacher/Subject Area Katherine Atilas	Parent type here
Teacher/Subject Area type here	Parent Coordinator Kwafi Gray
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	21	2	12	2	0	2				23

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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
TOTAL	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish					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
TOTAL	1	3	0	0	5	3	0	12						

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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - 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 [AMAQO 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:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?#4. A. A 4th 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 their significance. The results of the Periodic Assessment are particularly useful to the classroom teacher and ESL teacher. Results help drive instruction and focus for helping the students in their weaknesses or deficiencies, such as, listening to directions and listening to answer questions from a story passage read. In the past couple of years, 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:

- 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:
- 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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - #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 NYSESLAT 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

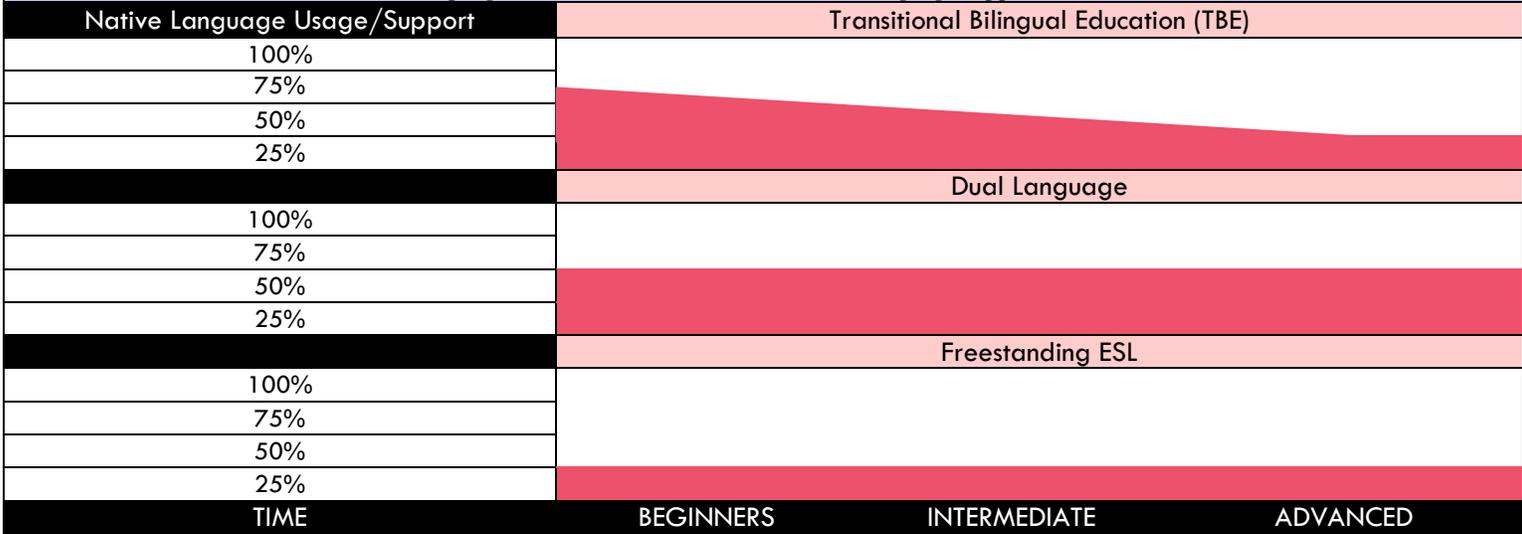
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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 NYSA 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:

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

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

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.