

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	20K160
School Name:	P.S. 160 WILLIAM T. SAMPSON
Principal:	MARGARET RUSSO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: William T. Sampson School Number (DBN): 20K160
Kindergarten – Grade 5
Grades Served: _____
School Address: 1057 52nd Street, Brooklyn, NY 11219
Phone Number: 718-438-0337 Fax: 718-871-7920
School Contact Person: Margaret M. Russo Email Address: mrusso@schools.nyc.gov
Principal: Margaret M. Russo
UFT Chapter Leader: Kontessa Drossos
Parents' Association President: Jing Ying Fu
SLT Chairperson: Neelam Ng
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): N/A
N/A

District Information

District: 20 Superintendent: Karina Costantino
415 89th Street, Brooklyn, NY 11209
Superintendent's Office Address: _____
Superintendent's Email Address: KCostan@schools.nyc.gov
Phone Number: 718-759-4912 Fax: 718-759-3910

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cherly Watson-Harris
415 89th Street, Brooklyn, NY 11209
Director's Office Address: _____

cwatsonharris@gmail.com

Director's Email Address:

617-212-49334

Phone Number:

Fax:

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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Margaret M. Russo	*Principal or Designee	
Kontessa Drossos	*UFT Chapter Leader or Designee	
Jing Ying Fu	*PA/PTA President or Designated Co-President	
Yun Mei Jiang	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Chan Yoke Fong	Member/ Parent	
Erin Lew	Member/ Guidance Counselor	
Li Mei	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tamara Morris- Nelson	Member/ Parent	
Neelam Ng	Member/ Parent/ Chairperson	
Miriam Quiles	Member/ Teacher / ESL Coordinator	
Maria Sparacio	Member/ Teacher	
Roopali Turner	Member/ Parent	
Kristin Wells	Member/ Teacher/ Data Specialist	
De Yin Zheng	Member/ Parent	
	Member/	
	Member/	

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Vision : Our school is a community of learners who are committed to helping each child reach their personal best. Our educators seek opportunities to grow in their craft and share best practices. We recognize and value the contribution of our parents/guardians as fellow educators of their children. Our ongoing conversations are centered on our belief that every individual has the fundamental right to a quality education based on rigorous academics infused with the arts and an understanding of citizenship and community service.

Mission: All children at P.S. 160 will grow and learn with the help of our families, teachers and school community. Together we will work hard to achieve rigorous standards, celebrate each individual and create a caring environment which lays the foundation for college and career readiness, creating life-long learners.

P. S. 160K is a Kindergarten through Grade 5 school located in the Borough Park section of Brooklyn. Our population is approximately 1325 students, of these, 974 (seventy-three percent) have been identified as mandated English Language Learners. Ninety-three percent of our students speak a language other than English at home. There are twenty languages spoken by the families of P.S. 160. The cultures represented in the school are celebrated by our staff and students. Our staff works tirelessly to advocate for families, giving them opportunities for authentic participation in their child's school life.

There are fifteen English as Second Language (E.S.L.) certified teachers servicing 811 students in grades kindergarten through Grade 5, six Chinese Bilingual certified teachers servicing 163 students in kindergarten, grade one, and grade two. Eleven Special Education certified teacher servicing children in self-contained 12:1:1, Integrated Co- Teaching classes and Special Education Teacher Support Services (SETSS). A pedagogical staff of eighty-eight full time teachers supports instruction in grades Kindergarten through five. In addition to the regular classroom teachers, there are cluster teachers who provide instruction in Drama, Music, Physical Education, Science, Social Studies, Technology and Visual Arts. Pull-out/push-in services are provided by teachers in E.S.L., Literacy, Reading Recovery, Guidance, Speech and Early Reading Intervention in Classrooms. Three part-time teachers and two para-professionals provide at-risk intervention services. One Reading Recovery teacher services Grade 1 at-risk students and two Special Education teachers instruct sixty-two SETSS students in either an I.E.P. mandated or at-risk format. 100% of our teachers have been trained in the Orton-Gillingham approach. The Orton-Gillingham methodology uses phonetics and emphasizes visual, auditory and kinesthetic learning styles.

One hundred thirteen children have IEP mandates. Other support personnel include 3.2 speech therapists, part time Vision and Hearing teachers, occupational and physical therapists.

We are especially proud of our extracurricular programs at P.S. 160K which include the following clubs: Art, Board Games, Chinese Dance, Chess, Code Club, Computer, Dance, Drama, Glee, Honor Guard, Italian Club, Math Enrichment, Multicultural Club, Music Memory, Mythology, Peer Assisted Learning (PALs), Robotics, Running Club, Student Council, Technology, Tennis and Writing Enrichment. One of our fifth grade students won P.S. Art this year. Her work is on display in the Metropolitan Museum of Art and in Times Square. A third grade student placed as a finalist in P.S. Art. Her art work was displayed in the Brooklyn Museum. Our Chess Team competed in the National Championship in Nashville Tennessee. Our team won first place in the country in the Under 900 Division. Our Music Memory Team won a silver medal in the city-wide competition.

Additionally, we have before school and after school literacy, math and ESL instruction as well as Saturday literacy, ESL and math classes.

We have partnerships with the following organizations:

Arts Connection, which provides instruction in Chinese Dance, Mexican Dance and Vocal Music to our kindergarten, first, second, third and fourth grade students.

Chess in the City, which provides chess instruction to all second and third grade classes.

Dancing Classrooms, which provide instruction in ballroom dance to our fifth grade students.

Global Partners which connects students with their community and environment as well as the global community via skype and email around the theme of Living Cities: Global Sustainability.

Maimonides Hospital which partners with us for our annual Health Fair.

The Noelle Pointer Foundation which provided violin instruction to our first, second and third graders.

Studio in a School, which provided visual arts instruction to fourth and fifth grade students.

In the spirit of the Chancellor's vision for New York City Public Schools, we have an extensive Family Involvement program. In addition to the four required Parent Teacher Conferences and Tuesday outreach, all teachers invite school families into their classrooms a minimum of one time per month. We have additional professional performances open to our school community, as well as, Arts workshops, Math Nights, Movie Nights, and Multicultural Nights. Families are invited to attend computer and ESL classes on Saturdays throughout the year and child care is provided. During the Saturday classes, the principal conducts a short question and answer program where families may voice their concerns or suggestions about the school. We have received a very positive response to this forum. Our Parent Lending Library is open three mornings per week as well as on Saturdays. Workshops are conducted throughout the year on Bullying and Cyber Bullying, Common Core State Standards, Homework Tips, How to help your Children at Home, The Middle School Process, "How to Speak so Your Children Will Listen and How to Listen so Your Children Will Speak", Positive Discipline, Parent Coping Skills, and Early Childhood Speech Development. We have surveyed our school families and will develop additional workshops for the 2015 – 2016 school year based on the survey responses. We would also like to add GED classes to our parent / family programs as this has been a need indicated by our school families.

20K160 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1332	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	84.5%	% Attendance Rate		96.9%
% Free Lunch	75.6%	% Reduced Lunch		0.9%
% Limited English Proficient	69.2%	% Students with Disabilities		8.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		1.0%
% Hispanic or Latino	12.4%	% Asian or Native Hawaiian/Pacific Islander		81.1%
% White	5.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.17	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		6.96
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	32.1%	Mathematics Performance at levels 3 & 4		60.2%
Science Performance at levels 3 & 4 (4th Grade)	77.8%	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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (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		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
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 – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

The 2013-2014 School Quality Guide reflects the following statistics for PS 160. The school’s overall performance on the 2014 NYS ELA was 32.1%. The English Median Adjusted Growth Percentile for the school’s lowest third (76.0), as well as the percent at level 3 or 4 for Special Education Teacher Support Services (SETSS) (5.0%) and English Language Learner Progress (50.9%) all fall within the “approaching target” category. The Elementary School Quality Snapshot shows Improvement on the State English test for the lowest performing students as “fair” on a scale with measures of “poor, fair, good and excellent”. 2014-15 Literacy curriculum data showed that students in grades 2-5 struggled in reading comprehension as measured by beginning and end of year assessments. This will continue to be an area of focus for us in 2015-16. At PS 160, we want all students to progress and this goal addresses those learners who struggle within a rigorous common core curriculum.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 5% of students in grades 1-5 lowest third population will show an improvement in ELA of at least one level (1-4) as measured by the Ready Gen Beginning of Year (BOY) and End of Year (EOY) Unit Assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Small group targeted instruction in the classroom based on beginning of year assessment data.</p>	<p>Students in Grades 1-5 lowest third population.</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers F-Status AIS Teachers</p>
<p>Small group targeted instruction outside the classroom based on beginning of year assessment data (i.e. AIS Reading Comprehension, Orton Gillingham, Wilson, Reading Recovery, Leveled Literacy Instruction, and ERIC).</p>	<p>Students in Grades 1-5 lowest third population.</p>	<p>September 2015-June 2016</p>	<p>AIS Reading support staff, Orton Gillingham and Reading Recovery specialists.</p>
<p>Scaffolded ELA instruction provided through push-in and pull-out instruction using modified texts that are part of the curriculum as well as additional supporting texts and visual supports on the unit theme.</p>	<p>Students in Grades 1-5 lowest third population.</p>	<p>September 2015-June</p>	<p>ESL Teachers and Classroom Teachers.</p>
<p>Collaborative project based learning opportunities in the arts and stem. This initiative will involve both outside and in house professional development and planning sessions for all teachers involved. Time will be built into the school day so that collaborative learning projects tied to the content areas can provide effective and alternative ways for struggling students to demonstrate understanding and feel successful within a rigorous common core curriculum. Arts integration supports all types of learners and makes academic content more accessible (1). Integrating arts into literacy supports the common core, providing ways for students to learn content on a deeper level and deeper learning is a focus of the common core (2) Research shows that collaborative learning also promotes active engagement and motivation. When students are interested in what they are doing, they achieve on a higher level. By working together, children develop the ability to work with their peers, building teamwork and group skills (3). Systems in place to evaluate the effectiveness of the planning and implementation of these changes to the existing curriculum will take the form of teacher and student reflections, an analysis of student progress data and administrative</p>	<p>Students in Grades 1-5 lowest third population.</p>	<p>September 2015-June 2016</p>	<p>Classroom teachers, content area cluster teachers, administration and coaches, ESL and AIS Literacy support staff.</p>

observations and conversations with teachers (Quality Review Rubric 5.1).

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Six F-Status teachers, five full time Academic Intervention Service providers, classroom teachers, cluster teachers, and sixteen ENL teachers will implement this action plan. Instructional resources will include Orton Gillingham materials, LLI materials and teacher made materials.

Part 4b. 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, 2.5% of students in grades 1-5 lowest third population will show an improvement of at least one level (1-4) as measured by the Ready Gen mid- year unit assessment.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<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>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<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>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

PS 160’s student enrollment has gone from 886 students in 2011-2012 to 1,080 students in 2012-2013 to 1,254 students in 2013-2014 and to 1,324 students in 2014-15 (School Quality Guide 2013-2014). An increasing student population and increasing school staff over the last few years, especially in the areas of English as a Second Language and Special Education brings with it the need for additional staff support. In addition to existing staff supports of new teacher mentors, peer inter-visitations and in-house professional development in literacy and math, we would like to create and develop the role of teachers serving as leaders within the school community. With the ever increasing demands on administration, teacher leaders offer an additional level of support (1). Research shows that teachers are often the greatest source for additional leadership based on the understanding that they have the daily contact with learners and are in the best position to make critical decisions about curriculum and instruction (2). Administrative conversations with teachers under ADVANCE reflect teacher desire for leadership roles and have also provided administration with opportunities to notice leadership potential among teachers. As these roles are developed, effective teachers will be recognized for their accomplishments, take part in tailored professional development and work closely with administration on an ongoing basis (2014 Learning Environment Survey).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, a minimum of 6 teacher leadership positions will be defined and developed as measured by school wide organizational planning documents, agendas, meeting notes and leader initiatives related to professional development and planning sessions.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	<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>
<p>Administrative Cabinet will meet in September 2015 to identify opportunities for teacher leadership and to define the responsibilities of and the qualities and characteristics necessary for success in these leadership roles. A selection process will be put in place to fill each role. Teachers selected will meet with administration monthly to support planning, organization and continued development of the position. They will also be given time in the school day on a regular basis to devote to the responsibilities of the position. Teacher leaders will meet with colleagues on a schedule to be set up in September 2015 to lead grade level instructional planning and inquiry work.</p>	<p>Teachers selected to serve in leadership roles.</p>	<p>September 2015-June 2016</p>	<p>Teachers selected to serve as teacher leaders, administrative and coaching staff.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Resources include schedule adjustment to allow for a 6th common prep for the teacher leaders to meet together resulting in vertical planning. Professional development will be provided by administrators and outside agencies.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By January 2016, a minimum of 6 teacher leadership roles will be defined, established and filled as measured by organizational planning documents. Agendas and meeting notes from at least 4 administrative meetings and at least 4</p>

grade level meetings, led by teacher leaders, reflecting inquiry work on the grade, will show progress toward meeting this goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Home-school communication at PS 160 takes place through a continually developing website, translated notices sent home through the school and teacher/parent meetings that keep parents informed about their child’s progress. The school currently offers a great deal of opportunities for families to be involved in the school community. These include, but are not limited to monthly family involvement activities in the classroom, math nights, chess nights, movie nights, multi-cultural nights and ESL and computer classes for parents. These events are well attended. In order to evaluate the success of these events and solicit requests for additional opportunities for involvement, families were given a survey to fill out at the May 2015 Open School Night (Quality Review Rubric 5.1). The survey results showed a desire from parents to be more active participants in their child’s learning. They requested workshops on the school’s current literacy and math curriculums as well as workshops that would help them to gain a better understanding of the Common Core Learning Standards and how these standards affect both curriculum and the state assessments. Parents also expressed interest in learning strategies to work with their children at home. These same desires were communicated from parents through the 2014 Learning Environment Survey. PS 160 seeks to partner with families in meeting the needs of its students and helping them to succeed.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, family involvement opportunities in the areas of the common core learning standards, state assessments, curriculum and strategies for parents to help their children at home will increase by 50% as measured by school postings, parent invitations, agendas and attendance lists.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The school will offer parent workshops on curriculum, the common core learning standards, the state assessments and strategies for parents to help their children at home. Some workshops will be multi part and others will be held at multiple times in order to accommodate parent schedules. Possible workshop topics might include “Discussing books with your child” and “EN progress – What it means at different levels of language proficiency”. In addition to workshops, parents will continue to be invited into classrooms on a regular basis and be active participants of the curriculum in action.	Parents and other family members	September 2015-June 2016	Classroom Teachers, ENL Teachers, Literacy and Math support staff.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, family involvement opportunities in the areas of the common core learning standards, state assessments, curriculum and strategies for helping students at home will increase by 25% as measured by school postings, invitations, agendas and attendance sheets.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	<p>Eligibility based on end of year data from previous school year and beginning of year assessment data.</p> <p>Eligibility also determined by teacher recommendation based on formative assessments and classroom observations.</p>	<p>Reading Recovery</p> <p>Level Literacy Intervention (LLI)</p> <p>Orton-Gillingham</p> <p>Literacy Plus</p> <p>ERIC</p> <p>At Risk SETSS</p> <p>ESL Literacy</p> <p>Literacy through Arts</p>	<p>One to One</p> <p>Small Group</p> <p>One to One and Small Group</p> <p>Small Group</p> <p>Small Group</p> <p>Small Group</p> <p>Small Group</p>	<p>During school day</p> <p>During school day</p> <p>During the school day</p> <p>After school/ Saturday</p> <p>During the school day</p> <p>During the school day</p> <p>Before school/ after school</p> <p>During the school day and after school</p>
Mathematics	<p>Eligibility based on end of year data from previous school year and beginning of year assessment data.</p> <p>Eligibility also determined by teacher recommendation based on formative assessments and classroom observations.</p>	<p>Math AIS</p> <p>Math Plus</p>	<p>Small Group</p>	<p>During the school day</p> <p>After school/ Saturday</p>

Science				
Social Studies	<p>Eligibility based on end of year data from previous school year and beginning of year assessment data.</p> <p>Eligibility also determined by teacher recommendation based on formative assessments and classroom observations.</p>	<p>Global Partners Enrichment</p> <p>Multi-Culture Club</p> <p>Italian Culture Club</p> <p>Mythology Club</p> <p>Chinese Culture Club</p> <p>School Leadership – Student Council</p>	<p>Small Group</p> <p>Small Group</p> <p>Small Group</p> <p>Small Group</p> <p>Small Group</p> <p>Small Group</p>	<p>During the school day and after school</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Eligibility also determined by teacher recommendation and based on formative classroom observations by service providers.</p>	<p>At risk speech</p> <p>At risk guidance</p> <p>At risk counseling</p> <p>In-class counseling sessions</p>	<p>Individual and Small Group</p> <p>Individual and Small group</p> <p>Individual/ Small Group and Family</p> <p>Whole Class</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day and after school</p> <p>During the school day</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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>P.S. 160 maintains relationships with local universities resulting in the placement of student observers and student teachers in our school. We work with the universities to ensure a high level of teacher preparation. Many former student teachers are recruited as full time teachers when their university work is completed. New teachers are assigned a mentor teacher to support them in the beginning stages of their career. Professional development is on-going. Teachers meet for a full day PLC with coaches and administrators every 4-6 weeks. In compliance with the 2014 UFT Memorandum of Agreement, on Mondays when school is in session there is an 80 minute block of Professional Development immediately following the conclusion of the school day. This Professional Development is collaboratively developed and differentiated to support teachers. Additionally, teachers are encouraged to attend CFN professional development and outside workshops and conferences. Information gained at these conferences is then turn keyed to colleagues at PLCs. Assignments are based on the UFT contract and administrative decision in consultation with the teacher. We provide resources and professional development to maintain highly qualified teachers on our staff.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional development is on-going. Teachers meet for a full day PLC with coaches and administrators every 4-6 weeks. In compliance with the 2014 UFT Memorandum of Agreement, on Mondays when school is in session there is an 80 minute block of Professional Development immediately following the conclusion of the school day. This Professional Development is collaboratively developed and differentiated to support teachers. A school Professional Development Committee, consisting of teachers across grades, plans for Monday Professional Development. Additionally, teachers and other staff members are encouraged to attend CFN professional development and outside workshops and conferences. Information gained at these conferences is then turn keyed to colleagues at PLCs. Every grade has at least two common preparation periods per week to meet in teacher teams for planning purposes.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

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

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.

Decision making regarding the use and selection of appropriate multiple assessment measures are determined during teacher team Professional Learning Community (PLCs) sessions and other teacher team meetings. Teachers meet in monthly Professional Learning Communities (PLCs) to analyze student work samples and formative assessments in order to adjust current curriculum plans and plan further assessments.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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		Funding Amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
		Indicate the amount	

	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,143,359.00	X	11, 12, 18
Title II, Part A	Federal	103,054.00	X	9, 11, 12
Title III, Part A	Federal	109,800.00	X	12, 22
Title III, Immigrant	Federal	0	X	20, 22
Tax Levy (FSF)	Local	7,768,233.00		

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:

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.

- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP)

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

Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, ESL Classes, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Elementary School Quality Snapshot, Quality Review Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; In compliance with the 2014 UFT Memorandum of agreement, on Tuesdays when school is in session there will be a 75 minute block immediately following the conclusion of the school day that consists of 40 minutes for parent engagement activities;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events on a monthly basis;
- establishing a lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter and web site designed to keep parents informed about school activities and student progress; Web site will include curriculum overviews and links to other web sites to support parent participation in their child's progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

School-Parent Compact (SPC)

P.S. 160, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic

achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality, rigorous 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 four times yearly during which the individual child's achievement will be discussed as well as how this Compact is related;
- in compliance with the 2014 UFT Memorandum of agreement, on Tuesdays when school is in session there will be a 75 minute block immediately following the conclusion of the school day that consists of 40 minutes for parent engagement activities;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- In compliance with the 2014 UFT Memorandum of agreement, on Tuesdays when school is in session there will be a 75 minute block immediately following the conclusion of the school day that consists of 40 minutes for parent engagement activities;
- Teachers will have links on the school website that parents may access;
- 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; monthly family involvement days

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;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations, including wearing their uniform daily, and discuss this Compact

with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities: Created by the 2014 – 2015 Student Council

- attend school regularly and arrive on time;
- pay attention and participate in class;
- complete my homework and submit all assignments on time;
- study and practice so I can achieve my goals;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- communicate with students, teachers and other staff members;
- have a good attitude;

- always try my best to learn;
- “put my heart into it”.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>William T. Sampson</u>	DBN: <u>20K160</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>525</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>23</u>
of certified ESL/Bilingual teachers: <u>14</u>
of content area teachers: <u>9</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Current student enrollment at Public School 160K is 1336 students encompassing grades Kindergarten through five. Of those students, 968 have been identified as English Language Learners (ELLs). In the past few years, our overall student enrollment has increased due to the construction of a new building annex. As a result, this has led to a significant increase in the overall student enrollment and a continuous growth of our ELL population. This has created a need for intensive instruction in reading and writing as well as in the content areas using ESL methodologies in order to meet the Common Core Learning Standards. Supplemental instruction in all Title III programs will be provided in English with native language support.

Supplemental services are necessary in order to provide support and increase student achievement on the New York State English Language Arts (NYS ELA) exam and the New York State English as a Second Language Achievement Test (NYSESLAT). An analysis of the Spring 2014 NYS ELA exam and the NYSESLAT demonstrates a need for additional support for ELL students. There has been an increase in the number of new immigrants in grades 3-5. We have a transient population of ELLs. These students often move from state to state or back to their native country for extended periods of time. Testing policy for ELLs requires newcomer students to take the NYS ELA after one year of attending an English language school system within the United States. This policy does not afford these students sufficient time to acquire proficiency in English. As a result, many of these students score at a level 1 or 2 on the NYS ELA.

Of the 272 ELL students in grades 2-5 who took the Spring 2014 NYS ELA exam, 228 students scored at levels 1 and 2 and 20 students scored at levels 3 and 4. This data includes students identified as ELLs who took the Spring 2014 ELA exam and were subsequently discharged. An analysis of the Spring 2014 NYSESLAT and Fall 2014 NYSITELL results reveal that of the 356 ELL students in grades 2-5, 64 students scored at a beginner level, 88 students scored at the intermediate level and 204 students scored at the advanced level. While many of our ELL students demonstrate progress, the data also shows that of the 356 ELL students in grades 3-5, 154 were proficient on the listening, reading and writing subtest of the NYSESLAT, but did not attain proficiency on the speaking subtest. This data is based on the raw scores required for each of the subtests on the Spring 2014 NYSESLAT.

Consequently, P.S. 160 will use student data to provide a comprehensive supplemental program for ELLs in order to meet their academic and social needs. These services will be provided through the following programs:

Title III ESL Morning Program

The Title III ESL Morning Program will service approximately 90 ELL students at various language proficiency levels in grades 3, 4 and 5. Each class consists of 12-15 students. The morning program will meet two days a week for a duration of one hour each session from 7:05 am -8:05 am for a total of 24 sessions. Our regular school day commences at 8:10 am. Three certified ESL teachers will service ELL students in the Title III ESL Morning Program in English. In order to meet the needs of ELL students at various language proficiency levels, the students will be serviced in the following manner. ELL students will be grouped according to language proficiency in each class. On Tuesdays Beginner ELL students will receive supplemental services from October through mid January and Advanced ELL students will be serviced on Tuesdays from mid January through April. Intermediate ELL students will be serviced on Wednesdays from October through April. Beginner ELL students in grades 3, 4, and 5 will be engaged in activities that scaffold the language using social and academic vocabulary embedded in sentence structures. Explicit modeling of language use and function with repeated practice will be included

Part B: Direct Instruction Supplemental Program Information

throughout activities across listening, reading, writing and speaking. Orton Gillingham methodologies will be used to provide emergent readers, scoring at a beginning language proficiency level, the reading skills and strategies necessary for these students to improve in the areas of reading and writing. Intermediate and advanced ELL students will receive additional support outside of the regular school day to focus on developing literacy and oral language skills. Students will receive scaffolded instruction to increase reading comprehension as well as develop content and academic vocabulary. Many of these students attained proficiency on the listening, reading and writing subtest on the Spring 2014 NYSESLAT, but did not meet the required raw score to achieve proficiency on the speaking subtest. As a result, these students will receive additional guided practice using academic and content area vocabulary embedded in grammatical structures with an emphasis on speaking. These students will continue to receive additional support in listening, reading and writing in order to meet the demands of the Common Core Learning Standards. Students will be provided opportunities to practice using key words and phrases within language structures both orally and in writing. Materials and resources such as *Windows to Literacy* by National Geographic, guided reading materials and *Benchmark Explorers* will be used to provide support in the content areas. Bilingual materials including bilingual dictionaries, picture dictionaries and other literature materials will be used to provide native language support for ELLs. NYSESLAT test preparation materials will be used to familiarize ELL students with the format of the NYSESLAT and provide practice in all four modalities. Materials and resources at various reading levels will be used to meet the needs of ELL students. Basic teacher resources and supplies will be utilized in all Title III programs as well.

Title III ESL Afterschool Program

The Title III ESL Afterschool Program will service ELL students in grades 3-5 at various language proficiency levels. This program will meet once a week for a duration of two hours from 2:30-4:30 pm. The program will be conducted from October through April for a total of 24 sessions. Four certified ESL teachers will provide instruction to approximately 50 students with approximately 12-15 students in each class.

A Title III ESL Afterschool Program will service approximately 50 ELL students in grade 3 at the intermediate and advanced level once a week for a duration of two hours from 2:30-4:30 pm. This program will be conducted from January to June for a total of 17 sessions. Two content area teachers will team teach and co-plan alongside one certified ESL teacher. The ESL teacher will push-in for one hour in each class. ELL students in grade 3 will continue to receive scaffolded instruction to provide support as they progress towards meeting the common core learning standards. Scaffolded lessons will include the use of realia, a variety of visual aids and additional resources to facilitate language learning and make content accessible to these students. Intermediate and Advanced level students in grades 4 and 5 were invited to attend this program based on the NYSESLAT, NYS ELA results and Fountas & Pinnell reading levels. These students scored a level 3 or 4 on the NYS Math exam, but scored at level 1 or 2 on the NYS ELA. Students in this program are grouped by language proficiency levels and independent reading levels based on Fountas & Pinnell. The program will provide supplemental services outside the mandated requirements as per CR Part 154. Support will be provided to our ELL students and foster independence, build confidence and improve student achievement. It will be planned and carried out to meet the needs of ELL students with a focus on literacy and language skills. Both the NYS ELA and the NYSESLAT results demonstrate a need for ELL students to develop expressive language skills both in reading and writing. ESL methodologies will be used to provide students with the language structures and the academic language and vocabulary necessary to increase comprehension. Some of these methods include building background knowledge, using graphic organizers, providing visual aids, and developing vocabulary related to content areas. Opportunities will be provided to students so that they may work collaboratively and practice using the academic language and vocabulary both orally and in writing.

NYSESLAT Spring break Program

The Title III ESL Spring break Program will service ELL students in grades 3-5 at intermediate and advanced language proficiency levels. This program will be held for three days during the week of Spring break. There will be two sessions each day. Each session will meet two hours a day for a total of four

Part B: Direct Instruction Supplemental Program Information

hours. Students will be grouped by language proficiency and reading level. This program structure offers more students the opportunity to participate in this program. A supervisor will be available to coordinate this program and provide support to the staff. Supplemental instruction will be provided by two certified ESL teachers to approximately 60 ELL students. These students will receive direct instruction in preparation for the NYSESLAT. The Spring 2014 NYSESLAT data demonstrates a need for improvement in the area of speaking. Instructional strategies incorporating ESL methodologies will be used to integrate precise vocabulary and grammatical structures. Opportunities for students to participate in class discussions and collaborate with their peers using content related vocabulary will be provided throughout the lessons. Instructional strategies will include building background knowledge, explicit teaching and modeling of grammatical and academic language structures. While this is an area of need, students will also receive additional practice in listening, reading and writing. NYSESLAT practice materials will be used in this program as well.

Saturday ESL Program

Our Title III Saturday ESL Program will service ELL students in grade 2 at various language proficiency levels. This program will be held from January through June. There will be two groups of ELL students serviced during each session. Each group of ELL students will be serviced for two hours with a total of four hours each session. Each group will consist of approximately 12-15 students. Students will be grouped by language proficiency and reading level. One certified ESL teacher will co-teach alongside two certified elementary education teachers during each session for one hour in each class. Students will receive targeted instruction to improve vocabulary and reading skills. The Spring 2014 NYSESLAT data shows that intermediate and advanced level students demonstrate a need in the areas of reading, writing and speaking. Scaffolded instruction will be provided to these students in order to develop expressive language skills. The Orton Gillingham methodology will be used to provide students with the necessary reading skills and strategies necessary for them to improve their reading levels. Research based programs such as Rigby On Our Way to English, Benchmark Explorers and National Geographic Windows to Literacy will be used to support reading instruction. Students will be provided opportunities to actively engage in structured academic conversations using vocabulary related to the concepts that are part of our literacy program. Language skills will be integrated in all four modalities. Strategies such as Total Physical Response (TPR), language experience approach and building background knowledge will be incorporated throughout instruction.

Saturday Literacy Plus Program

The Title III programs will include a Saturday Literacy Plus Program for Intermediate and Advanced level ELL and Former ELL students in grades 4 and 5. Five certified content area teachers will provide small group instruction to ELL students from January through June for 18 sessions. These students were invited to attend this program based on the NYSESLAT and NYS ELA results. These students scored a level 3 or 4 on the NYS Math exam, but scored at level 1 or 2 on the NYS ELA. Students in this program are grouped by language proficiency levels and independent reading levels based on Fountas & Pinnell. These students demonstrate a need in reading, writing and speaking. ELLs and Former ELLs receive small group instruction to further provide differentiated learning in order to develop comprehension skills and expressive language, provide vocabulary instruction and practice in extended writing responses in preparation for the NYS ELA exam.

Saturday Math Plus Program

The Title III programs will include a Saturday Math Plus Program for approximately 20 ELL and Former ELL students in grade 3 who demonstrate a need in developing math skills. One certified content area teacher will service these students. This program will continue from January through June for 18 sessions. There will be two groups of students serviced during each session. Each group of students will be serviced for two hours with a total of four hours each session. These ELL and Former ELL students struggle with understanding and expressing mathematical procedures and explanations using content vocabulary and language structures necessary to meet the demands of the common core and the NYS Math exam. Bilingual Math glossaries and dictionaries are provided to students as native language support. Manipulatives, math vocabulary and problem solving strategies are incorporated in order to develop language skills in the content area.

Part B: Direct Instruction Supplemental Program Information

Running Club

The Title III programs will include a Running Club conducted by two certified ESL teachers. This Club will include approximately 20 ELLs and Former ELLs students in grades 3, 4, 5. This program will be conducted for 18 sessions from January to June for a duration of two hours each session. Activities in this program will incorporate discussion prompts with physical activities. These discussion prompts will provide opportunities for students to develop social and academic language around various topics. These topics include peer pressure, building self esteem, respect for all, and goal setting. Content area vocabulary related to healthy eating and healthy behaviors and habits are integrated in this program. Students use mathematical calculations to measure distance, speed and pacing in order to keep track and build stamina for future running events.

Chinese Dance Club

The Title III programs will include a Chinese Dance Club conducted by one certified Bilingual teacher. This Club will include approximately 20-30 ELLs and Former ELLs students in grades 2-5. This program will be conducted for 18 sessions from January to June for a duration of two hours each session. Approximately 80% of our students at P.S. 160 speak a Chinese dialect. Cultural dances are representative of their native country and provide students an opportunity to share their heritage with the school community. Students in this program will learn the cultural history of the Chinese dances as well as the language related to dance forms and purpose. Students will develop listening skills in order to follow instructions when performing these dances. This program provides interactive experiences that lower affective filters and fosters the self esteem and confidence often needed to improve language learning. Costumes and music materials will be used in this program.

Additional materials such as Brain Pop ESL (technology license) and reading materials at various levels, bilingual resources and materials, visual aids, NYSESLAT and ELA test prep materials will be used throughout all Title III programs.

Part C: Professional Development

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

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

Begin description here: _____ Professional Development

Approximately 91% of students at P.S. 160K speak a language other than English at home. The push-in model of instruction is intended to support all our ELL students. Common planning time will be afforded to ESL teachers and their collaborative partners. Demographic and enrollment data indicates that our ELL population continues to grow. In order to help our ELL students meet the Common Core Learning Standards, additional professional development is necessary for all staff members as they are all teachers of ELLs. Professional Learning Community Days (PLC) are scheduled on a monthly basis. Our school has adopted ReadyGen, a literacy program aligned to the Common Core Learning Standards. ESL teachers and their collaborative partners will meet to plan for instruction and integrate ESL methodology and strategies into this curriculum. Ongoing professional development is conducted throughout the school year. ESL and classroom teachers will also adapt lessons and incorporate scaffolds during our Monday professional development days. ESL teachers and their classroom teachers collaborate once a week afterschool for two hours to scaffold the ReadyGen lessons and modify the text in order to make the text and content comprehensible and accessible for our ELL students. These lessons and adaptations are implemented during literacy lessons and in our ESL push in

Part C: Professional Development

program. Curriculum planning horizontally and vertically across all grades to scaffold teaching and ensure rigor is conducted during PLC days and Afterschool curriculum planning. ESL teachers and their collaborative partners moderate student work to inform instruction. During the afterschool curriculum planning sessions teachers are modifying unit plans and lessons as their ESL counterparts create scaffolded lessons to meet the needs of our ELL students. This collaboration is facilitated due to the fact that our ESL teachers are assigned to a grade or contiguous grades. ESL teachers and classroom teachers will continue to receive professional development so they may learn to use Orton Gillingham methodology. This professional development is conducted by an Orton Gillingham expert and is ongoing throughout the school year. Diane Haager, Ph.D California State University will conduct workshops during the month of November. These workshops will focus on effective reading instruction for ELLs. Classroom teachers and ESL teachers will participate in this professional development. Teachers attending these workshops will turnkey the information to other staff members. Teachers will also attend professional development sessions and conferences offered by the Department of ELLs (DELLS). Substitute teachers will be hired to cover the classes of those teachers attending these professional development sessions.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ Parental Engagement Activities:

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

Title III Saturday Parent ESL classes are offered to parents of ELL students. These classes are conducted

Part D: Parental Engagement Activities

every Saturday from October through June. Childcare for students ages 5 and older is provided by paras, guidance counselor and our school psychologist at no cost to Title III, so that their parents can attend these classes. Currently, one certified Bilingual teacher is conducting our Parent ESL class. Each Saturday there will be two sessions. Each session will meet for two hours a day. Each group will consist of approximately 30-40 parents. Parents are grouped by their level of language proficiency. In addition to learning the language, parents are taught life skills such as how to communicate with their child's teacher, filling out applications and other important skills relevant to their daily experiences. These classes also provide parents a forum and a comfort level that encourages them to ask questions regarding school events, curriculum and other concerns they may have regarding their child's education.

Title III Multicultural Festivals are conducted three times a year in order to build connections and celebrate our differences within our school community. It is an opportunity for families to come together and engage in fun activities as a community. During the Multicultural Festival, our families participate in arts and crafts activities, dance to music representing various cultures and share a meal together. Parents and students are proud to share foods from their native country. The school provides paper goods, serving utensils, decorations, food and prizes for participating families. Approximately 200-300 families of ELL students, new immigrants and former ELL students participate in this event. Approximately 20 -25 staff members organize and conduct this event. Title III funds are used to pay certified Bilingual or ESL teachers. All other teachers are paid through other school funds. An administrator is also available to supervise, organize and assist during this event. Invitation letters for all parent activities are translated into the dominant languages and sent home with our students.

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Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Margaret Russo	Assistant Principal Kathryn Anderson
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Miriam Quiles	School Counselor type here
Teacher/Subject Area Melissa Acosta	Parent Candy Zhou
Teacher/Subject Area type here	Parent Coordinator Mary Chu
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Kristin Wells Data Specialist

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	15	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	1393	Total number of ELLs	912	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	3	3	1											0
Dual Language														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	912	Newcomers (ELLs receiving service 0-3 years)	891	ELL Students with Disabilities	90
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	21	Long-Term (ELLs receiving service 7 or more years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	160	0	1	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	731	0	11	21	0	9	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 8

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 Mandarin	75	54	31	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																				

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New 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	13	13	11	9	6	4	0	0	0	0	0	0	0	0
Chinese	166	220	168	134	94	57	0	0	0	0	0	0	0	0
Russian	0	1	1	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	2	0	1	0	0	1	0	0	0	0	0	0	0	0
Arabic	0	1	1	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	2	0	2	2	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	95	42	34	28	22	19	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	30	45	25	10	12	3	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	32	40	35	11	13	9	0	0	0	0	0	0	0	0
Expanding (Advanced)	25	112	88	96	55	31	0	0	0	0	0	0	0	0
Commanding (Proficient)	14	10	38	52	38	19	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	11	22								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	10	33	62	44	22	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	43	43	0	0	0
4	25	24	0	0	0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	20	4	35	11	29	4	14	3	0
4	11	3	33	6	31	4	32	3	0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	12	3	28	6	38	2	25	2	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P.S. 160 has adopted the ReadyGen literacy program and the GO MATH program. Both programs are aligned to the Common Core Learning Standards. ReadyGen includes complex text and questioning that promotes higher order thinking. Each unit of study culminates with a performance task. Student writing is analyzed according to the rubrics. Student progress is monitored through various unit vocabulary and comprehension assessments as well as the performance task. Additionally, Fountas & Pinnell assessments are used to measure the early literacy and reading level of all students in grades K-2. Data gathered from the above assessments are used to differentiate instruction. ReadyGen is a rigorous reading program. This has proved challenging for ELL students at all language proficiency levels. As a result, a collaboration between classroom teachers and ENL teachers was established in order to adapt the program. This was necessary in order to meet the needs of all ELL students. In addition to the word study component included in the ReadyGen program, we incorporate the Orton Gillingham approach. This multisensory approach uses a systematic teaching of phonics that helps meet the needs of ELLs at various language levels. During the 2015-2016 school year, we added an project based activity at the end of each unit connected to the each unit theme or topic. These project-based activities will provide ELL students the opportunity to work collaboratively in groups and develop their language skills in all modalities. The GO MATH program includes both computational and problem solving skills. These involve forming mathematic arguments and explanations as required by the Common Core Learning Standards. Various assessments are incorporated into the program that facilitate differentiation. Math manipulatives and content vocabulary are an integral part of the program. Additionally, some classes will incorporate STEM activities related to the science and math common core learning standards. An analysis of the 2014-2015 Fountas & Pinnell results demonstrates ELLs showing progress across all grades and proficiency levels. The ReadyGen unit assessments includes comprehension, vocabulary, constructed and extended responses. Data gathered from the unit assessments demonstrates a need in the areas of comprehension as well as constructed and extended responses using text based evidence for students in grades 3-5.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 An analysis of the NYSESLAT and NYSTITELL demonstrates an increase in the number of students on the Expanding level across all grades. In grades 3, 4 and 5 there are less students scoring at the intermediate level and an increase in the number of students

scoring at the Entering or Expanding level. There is also an increase in the number of ELL students scoring at the Commanding level in grades 3, 4 and 5. This demonstrates student progress as they move through the grades.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At P.S. 160 the AMAO tool is used to determine whether our ELL students have met Annual Measurable Achievement Objectives (AMAO 1 and AMAO 2). The data for the 2014 NYSESLAT shows that while many of our ELL students demonstrate progress across proficiency and grade levels, there is a need for improvement for ELL students to achieve proficiency level. Many students in grades 2-5 obtained proficiency in listening, reading and writing. However, some students at the advanced level on these grades scored one or two raw score points below the cut score in order to achieve proficiency in speaking. This led to an emphasis during small group instruction to build academic language and vocabulary in order to show progress in this area for these students. When the formula is made available from the New York State Education Department, the AMAO tool will be used to determine progress on the NYSESLAT.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

ELL students in TBE and ENL Push In programs are placed based on program choice. The majority of ELL students in the TBE programs score at the entering, emerging or transitioning proficiency levels. Certified bilingual teachers in these classrooms use ENL methodologies to scaffold instruction. The native language is used in the content areas to support native language transference. In the ENL program, there are more students scoring at the entering, emerging and transitioning levels in the lower grades than in the upper grades. An analysis of the Spring 2015 NYS Math test shows that in grade four 47% of ELL students who took the test in their native language, scored at levels 3 or 4 and 57% of ELL students in grade five scored at levels 3 or 4. Comparatively, ELL students who took the translated version on NYS Math test, 32% of ELL students in grade four scored at levels 3 or 4 and 46% of ELL students scored at levels 3 or 4. Conversely, the NYS Science exam shows no significant difference in the performance of ELL students in either English or the native language. At P.S. 160 ELL Periodic Assessments are not administered. ELL students who took the NYS ELA in grades 3-5 during Spring 2015 demonstrate an increase in the number of students scoring at levels 2 and 3. Students identified as ELLs in the 2014-2015 school year also demonstrated progress on both the NYSESLAT and the ELA. The data in the chart above reflects current ELL students who took the NYS ELA during the spring 2015

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]

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

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

ELL student's language proficiency level based on NYSESLAT scores are used to group students accordingly during class reorganization. NYSESLAT scores are also used to group students during small group instruction. The Title III ESL morning program in grades 3-5 were designed to meet the needs of specific ELL students at all language proficiency levels. Students in this program were grouped based on the NYSESLAT results indicating a need for targeted instruction in productive language in order for students to reach the commanding level of proficiency. This information is based on informal assessments, F&P reading levels, NYSESLAT and NYS

exams. Students were selected based on their particular needs in the areas of listening, speaking, reading and writing. Entering and emerging ELL students will receive additional support twice a week in this program from November through January. Transitioning and expanding level students in grades 3-5 will receive additional support in this program from February to May. Entering level ELL students are grouped homogeneously during our Title III Afterschool program in grades 3-5 in order to meet their needs. During the 2015-2016 school year, a Saturday ENL program was created for grades 2 and 3 ELL students to develop speaking and writing skills. These students were placed based on their performance on unit assessments as well as the NYSESLAT scores. Language proficiency levels are taken into consideration when planning. Adaptations to the current Common Core curriculum are made to meet the language demands that are a challenge for ELLs. The Bilingual Common Core Progressions are included during planning. The target of measurements will be used to provide targeted instruction for these students. This is done during common planning time between classroom and ESL teachers. During the 2015-2016 school year, we will continue to analyze student data in order to drive instruction upon receipt of NYS exam results as well as the results of informal assessments. Student progress will continue to be monitored in order to meet their needs.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

We do not have a dual language program at this time. However, we will continue to keep track of our parental choice forms and honor parent selections as per CR Pt. 154.2. In the event that there are not enough students to form a dual language program and a parent requests it, we will reach out to other schools within our district who have this program.

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

During the 2015-2016 school year, ongoing informal assessments will be conducted throughout the school year and student progress will be monitored. Additionally, an analysis of the NYSESLAT, NYS ELA., Math and Science results will be conducted to determine whether instructional strategies and programs in place for ELLs have resulted in student progress. An analysis of performance tasks and unit tests administered at the end of each unit of study in ReadyGen will be used to evaluate student progress within our curriculum. New York State Accountability reports and our Progress Report will be used to determine the success of programs available to ELLs. This information will be used during the 2015-2016 school year to make adjustments to programs for ELLs as needed.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.

During the 2015-2016 school year, when a new admit enrolls in a New York City Public School, the parent is given a Home Language Identification Survey (HLIS) form. This HLIS form is provided in their native language. An interview is conducted by a trained pedagogue to assist the parent as they complete the HLIS form. Both the parent and the student are interviewed and a review of student work will be conducted in order to determine the language spoken at home and NYSITELL eligibility. When a student enters from a school out of NYS with and IEP and has a language other than English indicated on the HLIS form, the Language Proficiency Team will determine whether that student will be administered the NYSITELL. A re-identification process will be conducted for students readmitted into a NYC public school after two years. If a student enters from a school in NYS, records of the students NYSITELL/NYSESLAT/LABR score as well as Home Language Survey and parental choice forms and SIFE status will be requested using the ELL data transfer form. If we receive ELL identification information from a previous NYS public school after we have implemented the ELL Identification Process, we will request data input into ATS overriding its ELL identification results within 30 school days from initial enrollment. If the home language code differs from the current NYCDOE's home language code, our principal will request a change of home language code to our ELL CPS. If a student reenters the NYC public school for less than two years, their last NYSESLAT/NYSITELL/LABR score will be used to determine ELL status. When necessary, during the interview process, translations are conducted simultaneously by one of our bilingual staff members, our bilingual Parent Coordinator or the New York City Department of Education Translation Interpretation Unit. Once the HLIS survey form is completed, the parent and student interview has been conducted, the student's work has been reviewed or an informal screener will be used to determine oral and literacy skills, the OTELE code is indicated on the HLIS form by the trained pedagogue. This form is then given to our Pupil Accounting secretary who enters the HLIS information in ATS. If the Home Language is other than English, the NYSITELL will be administered to determine whether the student is eligible for ELL services. Answer documents will be printed using the RLBA screen in ATS. After administering the NYSITELL,

the answer document will be scanned through ATS in order to determine NYSITELL results and ELL status. If a student whose home language is Spanish is identified as an ELL, the Spanish LAB will be administered and scanned to determine language dominance within the first 10 days of school. This assessment is administered once at the time of initial identification. An RLCB and an RLBU will be printed to ensure that the students performance levels were scanned in ATS and there are no errors. The ELL identification process and student placement based on parental choice will be conducted within the first 10 school days of enrollment. Non Entitlement, Entitlement and Continued Entitlement letters will be sent to parents/guardians of ELLs within the first 5 school days. Records of the NYSITELL and Spanish LAB, SIFE status and other student information will be documented and maintained at the school level by the ESL Coordinator. If a newly enrolled student in grades 3-5 at the entering or emerging level of proficiency has interrupted or inconsistent schooling in the prior to arrival in the United States, SIFE status will be determined within 30 days from the initial enrollement. The oral interview questionnaire will be administered and the Literacy Evaluation for Newcomer SIFE (LENS) will be administered in the available languages. Student progress will be monitored to determine if a reidentification of SIFE students is necessary. SIFE status will be entered on the BNDC screen in ATS within 30 days of initial enrollment. Rosters of students identified as ELLs will be kept in order to keep track of ELL status and program placement. In order to ensure that all the students requiring the NYSITELL administration are tested, ATS reports such as the Revised LAB Eligibility Roster (RLER) will be generated. This report identifies all new entrants in New York City Public School who are eligible for the NYSITELL administration. In the spring, the New York State English as a Second Language Achievement Test (NYSESLAT) will be administered as a post assessment to determine the student's level of proficiency in English and continued eligibility of ELL services for the following school year. The RLER report is also used to ensure that all students eligible to take the NYSESLAT are identified. The ELPC screen will be completed for newly enrolled students within 20 days of initial enrollment. During registration, the student's enrollment status will be determined.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If a newly enrolled student in grades 3-5 at the entering or emerging level of proficiency has interrupted or inconsistent schooling prior to arrival in the United States and performing two or more years below grade level in their native language, SIFE status will be determined within 30 days from the initial enrollement. The oral interview questionnaire will be administered and the Literacy Evaluation for Newcomer SIFE (LENS) will be administered in the available languages. Student work and progress will be monitored. SIFE status will be entered on the BNDC screen in ATS within 30 days of initial enrollment. SIFE status will be removed once the student reaches transitioning proficiency or higher.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility will be determined by the Language Proficiency Team (LPT). Our Assistant Principal who is our a special education education designee, Certified ENL coordinator, a qualified bilingual translator and the student's parent or guardian will meet in order to determine whether a newly enrolled students with an IEP from within the United States should be administered the NYSITELL. The student's school and home language history, results of the students individual evaluation including assessments in the students home language will be reviewed as part of the process of determining NYSITELL eligibility. If the LPT determines that the student does not have language acquisition needs, the recommendation will be submitted to our principal. If she approves a recommendation not to administer the NYSITELL, she will submit her recommendation to the superintendent. The student's parent will be informed of the decision within 3 days. If our district superintendent determines that the student should be administered the NYSITELL we will administer the test, it will be conducted within the additional 5 calendar days. Documentation of the decision made by the LPT will be documented using the Language Proficiency Team NYSITELL Determination Form. A copy will be kept on file in the office of the ESL Coordinator and the original will be placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the NYSTIELL is administered to a newly enrolled student, their ELL status will be determined. Records of NYSITELL results will be kept by the ESL Coordinator and will be used to ensure that the parents or guardians of all students tested receive the appropriate letter of notification. An entitlement or non-entitlement letter will be sent to the parents within five school days. Copies of this letter will be placed in the student's cumulative records as well as in the office of the ESL Coordinator.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the 2015-2016 school year, if a teacher (with parental consent), parent or guardian of a student who has followed the ELL identification process and feels that the student was misidentified can request in writing for the reidentification of the student within 45 days of enrollment. Parents and teachers will be informed of the reidentification process through parent orientation meetings and staff meetings for teachers. Additionally, a letter will be sent to parents informing them of the process. The reidentification process will be conducted within 10 days of receipt of the written request by the parent/guardian or teacher. If the process involves a student with an IEP, it will be conducted within 20 school days. The reidentification process will include a review of documents related to the initial identification. If the student was not initially administered the NYSITELL, it will administered if necessary. A bilingual pedagogue or a pedagogue with a qualified interpreter will consult with the parent and review the student's ability in all four modalities in English. The recommendation will be forwarded to our school principal and written notification will be sent to the

parent/guardian in their preferred language. If the principal recommendation requires a change in the student's ELL status, all documents and recommendations will be sent to our district superintendent for approval. Parents/guardians will receive notification of the superintendent's decision within 10 days of receipt of the documentation and the student's program changes to be made if deemed necessary. If a change occurred during the reidentification process, our principal will review student work and monitor student progress to ensure that the decision has not affected student performance. Our principal will consult with our ESL or Bilingual teacher along with the parent upon review and provide support services as needed. Upon review, if our principal determines that it is necessary to reverse the process, then she will inform our district superintendent. Any final determination will be sent to the parents/guardians within 10 school days. Copies of all documentation will be kept on file by the ESL Coordinator and the originals will be placed in the student's cumulative folder. adjustments will be made if

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

If a student is identified as eligible to receive services as determined by the NYSITELL an invitation to the Parent Selection Orientation meeting for the identification and placement of ELLs will be sent to the parents or guardians of these students. This parent orientation meeting will be conducted by the ESL Coordinator or a trained certified ESL or bilingual teacher. Interpreters are made available during this meeting. Translation Unit services are provided to those parents for whom we do not have a translator available on site. Prior to the meeting, parents are instructed to sign in and a parent orientation meeting agenda, Parent Survey/Parent Program Selection form and the Parent Brochure (A Guide for parents of English Language Learners) are distributed in their native language. During this meeting, an administrator welcomes parents and an explanation of the purpose of the meeting is provided. CR Part 154.2 and Title III regulations are explained. This information includes the identification process of ELLs as well as the formation of bilingual classes in grades K-8 where there are 15 or more students on a single grade or in two contiguous grades speaking the same language. Information regarding the number of minutes of service required under these regulations for students at the entering, emergent, transitioning, expanding and commanding proficiency levels will be provided at this meeting. If there are not enough students to form a bilingual class, parents are also informed of the option to transfer their child to another school within the same district. However, if parents reject the transfer, students will remain in our school and receive ENL instruction. Additionally, parents are informed that the program selection is for one school year and that in the spring the NYSESLAT is used to determine continued eligibility for the following school year. Parents are also told that if their child continues to be eligible for services for the following school year based on the results of the NYSESLAT, they will receive a Continuance form and at that time can indicate their program of choice for the new school year. Parents are informed that failure to return the Parent Selection Form within the first five school days will be considered a selection of a bilingual program. They are also informed the research shows continuity in a program leads to better academic performance than those students who change between programs each year. An explanation of federal funding under the Title III and the availability of supplemental services provided particularly for ELLs and parents of ELLs are provided. Parents are given the opportunity to view the Parent Orientation Video for Parents of ELLs in their native language. This video provides information regarding the programs available for ELLs. Parents will be provided with information regarding the Common Core Learning Standards, assessments and provided with bilingual and ENL program goals and expectations. Opportunities for any further questions or clarifications regarding these programs are provided. Parents then complete the parent selection forms and trained ESL teachers are made available along with interpreters to assist parents and ensure that all forms have been completed and collected. Due to a high number of new immigrant families that work long hours, parents are contacted via phone to schedule make-up sessions. A trained pedagogue conducts these sessions. These one to one orientations are conducted before, during and after school in order to accommodate our parents and their schedules. Contact logs are kept on file. Due to the fact that we have an ongoing number of new admits enrolling on a daily basis, a trained pedagogue conducts the parent orientation meeting during registration if necessary. Original parent program selection forms will be placed in the student's cumulative folder and a copy will be kept on file by the ESL Coordinator. The ELPC screen will be completed within the first 10 school days of initial enrollment.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Due to a high number of new immigrant families that work long hours, parents are contacted via phone to schedule make-up sessions. A trained pedagogue conducts these sessions. These one to one orientations are conducted before, during and after school in order to accommodate our parents and their schedules. Contact logs are kept on file. Due to the fact that we have an ongoing number of new admits enrolling on a daily basis, a trained pedagogue conducts the parent orientation meeting during registration if necessary. This process will be conducted within 5 days of enrollment. Failure to return the parent program selection form will result in the student placed in a bilingual program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Due to a high number of new immigrant families that work long hours, it is difficult for all parents to attend our parent orientation meetings. Every effort is made to reach out to those parents who have not returned the parent selection form. As a result, parents are contacted via phone to schedule make-up sessions that are conducted by a trained pedagogue. These trained pedagogues ensure the accurate completion and collection of the forms. Parents are also informed that if they do not return the form within the first five days enrolled in school, the default program is bilingual. These one to one orientations are held before, during and after school in order to accommodate our parents and their schedules. Contact logs are kept on file. Ongoing parent orientation meetings are conducted as needed whenever new admits are identified as an ELL student using the process described above. A checklist of parent selection forms for all ELL students is kept on file to ensure that all parents of ELLs return the forms. These checklists are also used to monitor the number of ELL students whose parents chose a bilingual program as per the parent selection form. Ongoing whole group and one to one parent orientation meetings are conducted throughout the school year. During these meetings ELL parent survey and program selection forms are collected. Trained certified ESL or Bilingual pedagogues collect these forms and ensure that they are completed correctly.

9. Describe how your school ensures that placement parent notification letters are distributed.
A roster of students with NYSESLAT and NYSITELL scores will be maintained. This roster will be used ensure that the appropriate parent notification letters are sent to the the parents. Continued entitlement letters will be disseminated at the beginning of the school year based on the NYSESLAT results. Parents of students identified as ELLs based on the NYSITELL will receive entitlement and placement letters upon the completion of the identification process and the completion of the ELL parent survey and program selection forms. Non-Entitlement letters will be sent to parents or guardian within 5 school days. All parent letters will be sent in the parent's preferred language. The ELL identification process is completed upon enrollment within the first ten school days. The ELPC screen is completed in ATS within that time period. Original ELL parent survey and program selection forms and are collected and copied. Original forms are placed in each student's cumulative record. Copies of continued entitlement, entitlement, nonentitlement and placement letters are kept on file in the ESL Coordinator's office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Original HLIS forms, parent program selection forms, continued entitlement forms, non-entitlement forms, entitlement forms, LPT review form and documents as well as requests for records and documents for students entering from a NYS public school will be placed in the students cumulative folders. Copies of all documents sent will be kept on file in the office of the ESL Coordinator.
11. 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.
In order to ensure that all ELL students are administered the NYSESLAT in the spring, records are updated throughout the school year. The RLER, RLAT, ATS admit and discharge reports are used to determine which new admits must be administered the NYSITELL and it is also used to determine which students will take the NYSESLAT. These reports are generated throughout the testing period as indicated on the NYSESLAT test memorandum. All students identified as an ELL and are enrolled at our school at the time of the NYSESLAT are administered all parts of the test throughout the administration period. Appropriate measures are taken to track students who are absent during the test to ensure that a make up session is provided according to the test administration window provided in the NYSESLAT test memorandum.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
An RLAT report will be used to obtain the results of the Spring 2015 NYSESLAT. roster of students with NYSESLAT scores will be maintained. This roster will be used ensure that the appropriate parent notification letters are sent to the parents. Continued entitlement letters will be disseminated at the beginning of the school year based on the NYSESLAT results. All parent letters will be sent in the parent's preferred language. Original forms are placed in each student's cumulative record. Copies of continued entitlement and placement letters will be kept on file in the ENL Coordinator's office. The ENL Coordinator will be responsible for monitoring all parent notification letters.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
In the past few years, there has been a steady increase in the overall student population. This has led to overcrowded classrooms across the grades. In order to address the issue of overcrowded classrooms, an annex to our existing school building was constructed and completed in the 2012-2013 school year. However, the continual growth in the overall school population has resulted in kindergarten students to be transported to an overflow site this school year. Currently, there is a waiting list for Kindergarten for the 2015-2016 school year. Many of the students whose parents chose a TBE program speak a Chinese dialect, the most dominant of which is Mandarin. These events impact our bilingual and ESL programs. For those students whose parents chose a bilingual program on a grade where we do not have sufficient number of students to form the class, communication is maintained every year to ensure their continued program of choice. If a class is formed, parents are contacted to determine whether they would like to continue with their program of choice as indicated on the parent selection forms from the previous year. In response to the parent selection forms this school year, we have formed additional bilingual classes. Currently we have three Kindergarten Chinese Transitional Bilingual Education Programs (TBE), two Chinese Transitional Bilingual Education Programs in grade one and one Chinese Transitional Bilingual

Education Programs in grade two. This school year we have a bilingual bridge k/1 self-contained 12:1:1 special education class. In the 2015-2016 school year there will be a self-contained 12:1:1 bilingual special education class in grade 1. Students are placed in the program selected by their parents within ten school days. The trends show that most parents choose a TBE program in grades Kindergarten and one, but prefer an ENL program in subsequent grades. The trend also shows that while some parents select a bilingual program as their program of choice, if there are not enough to form a class on one grade, many do not want their child placed in a Transitional Bilingual Education bridge class.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

P.S. 160K implements the ReadyGen Reading Program and GO MATH Program in order to meet the Common Core Learning Standards. ReadyGen literacy units were adapted to meet the needs of our ELL population. All classes at P.S. 160K are heterogeneously grouped. ELL students are placed in the ENL program based on parental choice. During the 2015-2016 school year, a total of 912 ELL students as well as former ELLs within the last two years and ELLs with Exit Criteria will be serviced in both an ENL and TBE programs across the grades. An increase in our ELL population has led to an increase in the number of ENL teachers in order to meet the previous mandates. ENL teachers are assigned to one grade. This allows the ENL teachers and the classroom teacher to collaborate and plan accordingly for our ELL students. During the 2015-2016 school year, ELLs, Former ELLs based on the reaching proficiency on the NYSESLAT test and ELL students who score at the Expanding proficiency level on the NYSESLAT and a level 3 or 4 on the NYS ELA will receive their mandated minutes as per CR Pt. 154.2. ELL students scoring at the Entering Proficiency Level will receive 180 minutes of ENL and 180 minutes of Integrated ENL in ELA services. ELL students at the Emerging Proficiency Level will receive 180 minutes of Integrated ENL/ELA services and 180 minutes of Stand-Alone ENL services in ELA. ELL students at the Transitioning Proficiency Level will receive 90 minutes of Integrated ENL/ELA instruction and 90 minutes of Stand-Alone ENL instruction. ELL students scoring at the Expanding Level will receive 180 minutes of Integrated ENL/ELA services or other content areas. Former ELLs and ELLs reaching proficiency under the new ELL exit criteria will receive 90 minutes of Integrated ENL instruction in ELA or other content areas. Currently there are fifteen certified ENL teachers servicing ELL students in a Stand-Alone/Integrated ENL program at various language levels. Included in the program are groups ranging from 16-25 ELL students with language proficiency levels ranging from entering to expanding as well as commanding level students or FELLs under the ELL Exit Criteria. These services will be provided to students in grades K-5 as per their Parent Selection/Continuance forms.
 - b. TBE program. *If applicable.*

We will continue to have three Mandarin TBE classes in Kindergarten, two Mandarin TBE classes in grade 1 and one Mandarin TBE class in grade 2. Additionally, we added one Mandarin TBE K/1 Special Education 12:1:1 class. However, during the 2015-2016 school year based on student placement as per IEP, there will not be a Mandarin TBE K/1 Bridge Special Education 12:1:1 class. Instead we will form a TBE 1/2 Special Education 12:1:1 class. Students will be placed in this program based on their IEP. Parent selection forms will be collected and monitored to track program selections for the 2015-2016 school year. Mandated units of ENL services in the TBE program will be provided by a certified bilingual teacher. Since student placement in a TBE program is based on parental choice, these classes are heterogeneously grouped. As a result, students at the entering level will receive 180 minutes of ENL and 180 minutes of Integrated ENL per week. Emerging level students will receive 90 minutes of ENL instruction, 180 minutes of Integrated ENL/ELA instruction, 90 minutes
 - c. DL program. *If applicable.*

Currently we do not have a Dual Language Program. However, we will continue to monitor parental choice based on the parent program selection forms.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

During the 2015-2016 school year, ELLs, Former ELLs who have reached the Commanding proficiency level on the NYSESLAT and ELL students who score at the Expanding proficiency level on the NYSESLAT and a level 3 or 4 on the NYS ELA will receive ENL instruction as per CR Pt. 154.2. ENL services will be provided by a certified ESL teacher in a push-in model of instruction. ELL students scoring at the Entering Proficiency Level will receive 180 minutes of ENL and 180 minutes of Integrated ENL services. ELL students at the Emerging Proficiency Level will receive 180 minutes of ENL services. ELL students at the Transitioning Proficiency Level will receive 90 minutes of Integrated ENL instruction and 90 minutes of Stand-Alone ENL instruction. ELL students scoring at the Expanding Level will receive 180 minutes of Integrated ENL services in ELA or other content areas. Former ELLs and ELLs reaching proficiency under the new ELL exit criteria will receive 90 minutes of Integrated ENL instruction in ELA or other content areas for up to two years in order to provide support services. Currently there are fourteen certified ESL teachers servicing ELL students in an ENL program at various language levels. Included in the this program are groups ranging from 16-25 ELL students with language proficiency levels ranging from entering to expanding in grades K-5 receiving ENL services as per their Parent Selection/Continuance forms. This includes Former ELL students who have reached the Commanding Proficiency Level or scored at the Expanding Level and a level 3 or 4 on the NYS ELA exam up to 2 years. Our school ensures the mandated number of instructional minutes is provided according to proficiency levels in each program by monitoring ELL student proficiency levels and ENL/Integrated ENL programming. Programming information is entered in STARS. Home Language Arts support will be provided to students to support language learning. Bilingual resources such as bilingual literature, bilingual dictionaries, bilingual glossaries in the content areas and teacher created translated resources. Home language support can be provided through the use of technology. Newcomer students can be assigned a language buddy or bilingual staff members can provide support as they are learning the new language. ELLs and former ELLs will be offered translated versions of the NYS Math or Science exam in the languages available. Qualified translators will be provided as needed if the test is not available in their native language.

ELL students in the TBE Program will receive ENL instruction for students at various language levels. entering level students will receive 180 minutes of stand-alone ENL and 180 minutes of Integrated ENL. Emerging level students will receive 90 minutes of stand-alone ENL instruction, 180 minutes of ENL/ELA instruction and 90 minutes of stand-alone ENL instruction in the content area. All ELL students in a TBE program will receive one period of Home Language Arts. Additionally, all students will receive bilingual instruction in math and social studies.

3. Describe how core content is delivered in each program model. 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.

In our Freestanding ENL program, instruction is provided in English with native language support by a certified ENL teacher. Students are provided background knowledge, vocabulary is taught explicitly with opportunities provided for interaction using the vocabulary. Language structures are scaffolded in order to provide students the opportunity to use the academic language with a purpose. Content language is adapted to meet the needs of individual students at various language levels. Content language is developed through discussion in small groups. Scaffolded instruction is provided to ELL students providing access to core content. The ReadyGen program was adapted to meet the needs of our ELL students. Entering level students are provided the opportunity to use non linguistic representations to respond to questions or activities within groups, respond in their native language in orally and in writing. OG methodology is used to provide these students with early literacy skills. This language is supported by the use of visuals, technology, realia, hands on activities, graphic organizers. Content area texts are adapted to include supports for ELLs such as additional visuals, glossaries and repetitive complex structures to provide students with multiple opportunities and practice to meet the linguistic demands of the common core. In the TBE program, content knowledge is provided in the home language and English. Students have the opportunity to use their home language as a bridge and transfer that knowledge when learning English. Bilingual texts, teacher created translated materials, visuals, technology, bilingual notes and charts are some of the resources used to support content learning in the TBE classroom. Students are provided opportunities to share their ideas and participate in discussions in their native language. As the students English proficiency level increases the use of the home language during instruction decreases based on the language proficiency levels of the students.

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

ELL students can respond in their home language through writing and orally. Bilingual staff members assist in translation of written language and oral translations whenever possible. SIFE students are administered an oral language questionnaire and the Literacy Evaluation for Newcomer SIFE (LENS). Translated versions of NYS exams provide the opportunity for students to demonstrate their progress in their home language.

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

NYSESLAT data is used to identify areas of need across language proficiency levels. Ongoing activities in all four modalities are included in small group lessons. Whole group lessons consist of listening and responding to open ended questions. Read alouds along with classroom and small group discussions provide the opportunity for teachers to assess listening and oral language skills. The use of academic language explicitly taught can be informally assessed during these discussions. Teachers listen in on these discussions and monitor listening comprehension as well as oral language skills. Informal assessments such as Fountas & Pinnell, end of unit assessments as well as rubrics based performance writing tasks provide teachers with concrete data that can drive instruction and build on their language skills.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. SIFE students: Currently, there is one SIFE student in our school. However, we have a transient population that moves from school to school within the United States. While it is not interrupted schooling, it is inconsistent. The lack of consistency important for ELLs creates gaps in learning. Therefore, ELL students identified as SIFE will receive academic intervention services (AIS) to provide students with the foundational language and literacy skills they need to show progress. Students are invited to attend Title III programs for entering and emerging students that provide the opportunity to work collaboratively in a small groups and addresses their language and literacy needs. A peer buddy is assigned to these students in their classroom to help them navigate the school environment and classroom routines. Peer tutoring is provided by students during lunch periods. Materials and resources such as content area text on the same unit topics at various reading levels are used to provide these students the opportunity to engage in content area text at their reading level. Other programs offered to these students include AIS Leveled Literacy Intervention (LLI), Math, Speech, Wilson Language, and At- Risk SETSS. Additionally, Orton Gillingham methodologies are used to improve their reading and vocabulary skills. Instruction is conducted in English with home language support.

Newcomers

One of P.S. 160's goals is to provide the students with an opportunity to acquire English language proficiency in a supportive and nurturing environment. Students are assigned a language buddy to help transition. ENL teachers collaborate with classroom teachers providing materials such as adapted text, visual aides, picture glossaries for unit vocabulary, graphic organizers to meet the needs of newcomers at various language levels and sentence frames that can be used during small group discussions. The Integrated teaching and Stand Alone model allows the classroom and the ENL teacher to collaborate and differentiate instruction for these students. Newcomers are grouped homogeneously during afterschool programs in order to meet their needs. ENL strategies in all four modalities are integrated to facilitate language learning. These programs offer newcomer students an environment that decreases affective filter and allows them to develop foundational language and literacy skills. Since NCLB requires New York State English Language Arts test (ELA) be administered to ELLs after one year in an English Language School System as well as the New York State Math and Science test, these students are invited to participate in the various Afterschool and Saturday School programs. Title III Programs will be created to address the needs of ELLs at various proficiency levels. ELL data such as NYSESLAT scores, informal assessments and NYS Exam results will be used to provide targeted instruction and focus on developing literacy, oral language and content-area vocabulary skills. These programs provide ELLs instructional support in order to build independence, self-confidence and sense of ownership of their education.

Developing ELLs/Long Term ELLs

These students receive scaffolded instruction using ESL strategies in small groups. Differentiation is provided based on student needs. In some cases, these students struggle with reading and understanding more complex text and vocabulary. Scaffolded lessons included in the ReadyGen program are modified to meet the needs of these students. Comprehension instruction is scaffolded through the use of graphic organizers, vocabulary organizers, visuals and videos. Recorded text allow students to develop listening and reading comprehension skills. These strategies help build background knowledge in order to increase order comprehension. Discussions are developed through open ended questions using Bloom's Taxonomy in order to foster in depth conversations. Sentence frames and discussion starters are used to provide students the language necessary to participate in these discussions. Longer text is chunked during small group instruction in order to make complex text more comprehensible. The language demands of more complex text is challenging for ELLs. Explicit teaching of vocabulary using consistent routines with support when reading and understanding words and creating oral and written tasks that require the application of the vocabulary. ELL students receiving services 4-6 years and former ELLs are included in all additional instructional and enrichment programs. The instructional programs available to them include Literacy Plus, Title III ESL Afterschool Program, Math Enrichment Morning Program, Saturday Math Academic Intervention Service program will be offered to students in grades 3, 4 and 5. AIS math will be provided to students in grades 4 and 5 during the school day. Data from the NYS Math, NYS ELA, NYSESLAT results as well as informal assessments will be used to determine which students are invited to these programs. These students receive additional instruction to help them understand the academic vocabulary and language demands necessary to solve mathematical problems and provide explanations and mathematical arguments. This is challenging for our population as many times they can demonstrate the computational skills, but struggle with the expressive language necessary for mathematical explanations. Bilingual glossaries and dictionaries are made available to those students that can read in their native language. Intervention services such as Orton Gillingham, Reading Recovery (grade 1),

AIS reading and SETSS are provided to ELLs and former ELLs based on their needs. Enrichment programs will also be offered to these students. Our school diversity is celebrated through various programs in our school. One of these programs is called the Global Partners Junior Program. Students in grade 5 participate in this program which allows our students to connect with

international peers via the internet and develop technology skills. Students communicate and learn via skype with an international community and collaborate on projects. The program includes visits to the United Nations and culminates with a project that is shared with other students who have participated in this program throughout New York City. Currently, we do not have long term ELLs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

If a student is re-identified as ELL or non-ELL, ongoing informal assessments such as Fountas & Pinnell, unit assessments, performance tasks and other student work will be monitored to ensure that the student is demonstrating continual progress. Additional support through other school programs will be provided to ensure that the student demonstrates continual progress. The ENL Coordinator along with the student's ENL/Bilingual pedagogue, administration and classroom teacher will help determine student progress.

8. 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?

In the past three years, our ELL-SWDs population has increased. Several Special Education 12:1:1 and ICT classes have been formed including a K/! Special Education 12:1:1 TBE Mandarin class.

ELL's with Special Needs

ELL students with special needs continue to receive ENL Instruction in a Push In model. Response to Intervention (RTI) team monitors student progress across all grades. Some ELL students with special needs are mainstreamed during reading, writing and math. This decision is made on an individual basis. Students are then referred for participation to one of several safety net programs existing at P.S. 160. These programs include AIS Reading, AIS Math, Reading Recovery, Wilson Language and At Risk Resource Room. Early Reading Intervention in Classrooms (ERIC), a program specially designed for students in grade one who have demonstrated a need in basic literacy skills includes ELLs with special needs. In addition, Orton Gillingham methodology is used for ELLs with disabilities demonstrating a need in decoding skills. Ongoing professional development using this teaching method is provided for all staff members. This systematic approach using multisensory techniques to teach phonics, reading and spelling skills support students with disabilities. Graphic organizers and story boarding techniques provide these students with the structure necessary to organize and develop their ideas in writing. These students are also availed the opportunity to participate in afterschool, Saturday Programs and enrichment programs. Behavior plans are in place for students based on their needs. Multisensory methods are used in classroom to improve the performance of ELLs with special needs. Various writing tools are used to assist students with special needs. These include pencil grips, thick pencils and crayons, E-Z strips are used to help students keep track of their reading. Content area exams are read to students based on their IEP during all class assessments. Adaptations to the ReadyGen program are made during instruction are provided to meet the needs of this subgroup. Building early literacy skills and scaffolding lessons in comprehension provide students with strategies and tools they can use to build independence. Materials and resources such as Windows to Literacy and Benchmark Early Explorers are used during small group instruction as well. Guided reading materials at the instructional level related to the same topics included in the ReadyGen curriculum. ELL's with Special Needs. Smartboard activities, Smarttech exchange lessons and Internet4classrooms engage students in activities to provide support by making content accessible. The technology allows students with visual, auditory, kinesthetic and opportunities for social and academic interactions.

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

All classes at P.S. 160 implement Common Core curriculum including ELL-SWD students. ReadyGen and Go Math are common core aligned literacy and math programs. ESL teachers and classroom teachers have collaborated to scaffold lessons and make complex text comprehensible for these students. Additionally, lower level texts related to ReadyGen topics in order to meet the needs of these students. Orton Gillingham methodologies are used to help students meet the IEP goals for students who have difficulty learning to read. This multisensory approach provides a systematic approach to develop foundational reading skills. Ongoing progress monitoring is part of the decision making to decide what areas the student can be mainstreamed. Flexibility scheduling for ELL-SWD students is created for students in literacy, math and ENL. These students are currently in a 12:1:1 class and a weekly schedule is created for them based on their ability and progress.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

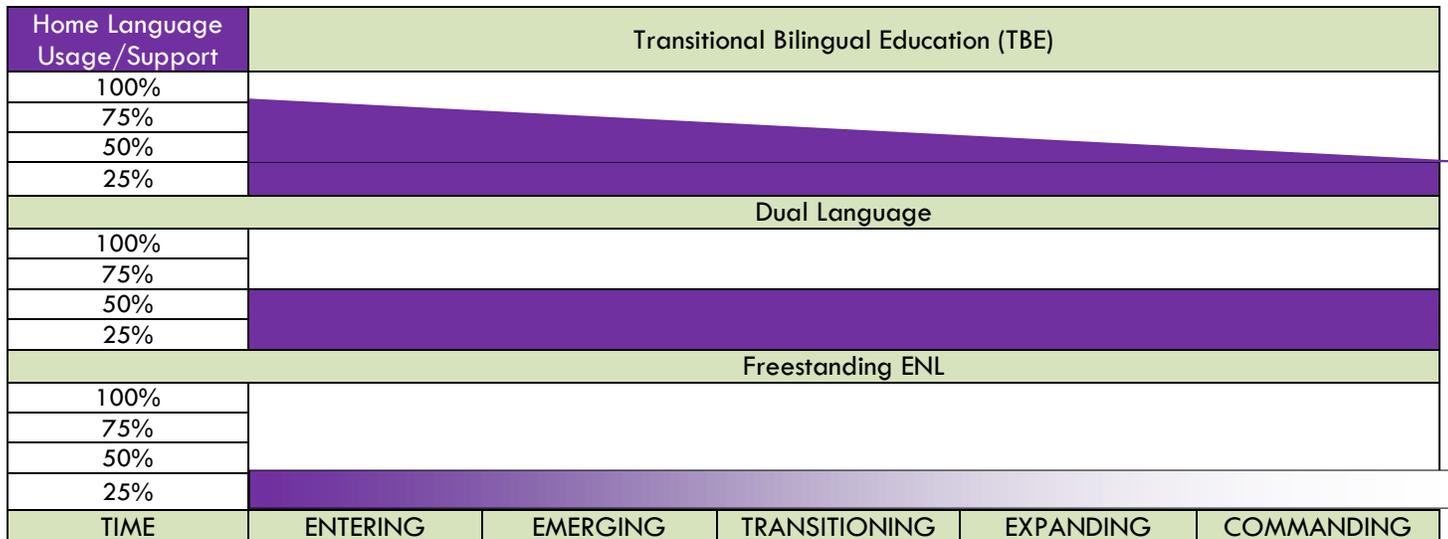


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our population at P.S. 160 is comprised of approximately 72% of ELLs. Therefore, ELL students are afforded the opportunity to participate in all programs throughout the school. Literacy Plus and Title III ESL Afterschool and Morning programs are offered to ELL students in grades 3-5. Saturday Math and Literacy AIS programs AIS Program Saturday Math Academic Intervention Service program is offered to students in grades 3, 4 and 5. AIS. AIS math is also provided to students in grades 4 and 5 during the school day. Data from the NYS Math results as well as informal assessments are used to determine which students are invited to these programs. These students receive additional instruction to help students understand the academic vocabulary and language demands necessary to solve mathematical problems and provide explanations and mathematical arguments. This is challenging for our population as many times they can demonstrate the computational skills, but struggle with explaining how they arrived at their response. Bilingual glossaries and dictionaries are made available to those students that can read in their native language. A Title III ESL Morning Program has been created to address the needs of ELLs in all proficiency levels. This program was designed based on data gathered for ELL students on all four modalities of the NYSESLAT, ELA results and informal assessments. ELLs in this grade demonstrate a need to provide additional support outside the regular school day to focus on developing literacy, oral language and content-area vocabulary. Beginner ELL students in grades 3-5 will receive this instruction. Students will receive support connected to the ReadyGen curriculum. Twice a week intermediate ELLs also receive additional support in this program. This was done to meet the specific needs of ELLs based on language proficiency levels. Expanding level students will participate in the program three times a week during winter and spring sessions as well. Other AIS programs available to ELL students include Reading Recovery (grade one). This is a program that builds early literacy skills. Students are served in this program for twenty weeks on a one to one basis. Grade one students also receive services in the Early Reading Intervention in the Classroom (ERIC) program. Small group instruction is provided to students in need of foundational literacy skills. Students are placed based on their language proficiency and reading level. Orton Gillingham services are provided to ELL students in need of decoding skills. AIS Speech, AIS SETSS and extended day programs are provided to ELL students based on their needs. Enrichment programs are offered to ELLs as well. These include Greek Mythology Club, Art Club, Drama Club, Chinese Dance Club, Italian Club, Global Partners Program, Technology Club, Robotics Club, Coding Club, Tennis Club and Chess Club.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Currently we have six TBE Mandarin classes in grades K-2 and one TBE Mandarin Self-Contained Special Education 12:1:1 class. Students are placed in the program based on parental choice. Students are placed in the bilingual 12:1:1 class according to their IEP. All other ELL students are served in an ENL Push In model. This model allows ENL teachers and classroom teachers to work collaboratively to support ELL students using the ReadyGEN program. Due to the large number of ELL students in grades K-5, up to three ESL teachers will be assigned to each grade. ESL teachers push in during the literacy blocks, word study periods and content areas such as Math and Social Studies. This allows continuity of instruction and facilitates planning between the classroom teacher and the ESL teacher. ELL students demonstrate continual growth across language proficiency levels on the NYSESLAT. ESL teachers provide ELLs with the scaffolds needed in order to meet the demands of the ReadyGEN program that is aligned to the Common Core Learning Standards. Native language support is provided through language partners who serve as translators in the classroom as well as bilingual staff members. This is especially helpful for beginner ELL students. Bilingual glossaries, dictionaries and literature are made accessible to students to facilitate language transference. Graphic organizers, sentence frames that can be used in verbal and written task in addition to frontloading vocabulary are some of the strategies used to support ELLs. Ongoing support throughout the grades has resulted in student progress on the NYSESLAT. However, meeting the demands of the Common Core Learning Standards has become a challenge for ELLs at various language levels. Students struggle with the linguistic demands of the common core standards. Classroom teachers and ENL teachers are collaborating in order to incorporate the language and content in the ReadyGEN program to meet the needs of our ELL population. NYS Exams and informal assessments are used to determine program effectiveness.

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

During the new 2015-2016 school year, literacy through the arts will be incorporated into the ReadyGen curriculum. At the end of each unit of study, multiple art activities will be conducted to promote language acquisition. These culminating activities will provide students the opportunity to collaborate, create and present their final projects using all four modalities. These projects will be related to the ReadyGen unit themes. The Common Core Learning Standards emphasize content area literacy. Therefore some classrooms will pilot STEM projects. These projects will provide students authentic experiences with multiple exposure to content area vocabulary. Students will hypothesize and experiment using academic language and gather information to clarify questions and build understanding of the content. These activities develop listening, reading, writing and speaking skills and to help meet the demands of the common core learning standards.

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

At this time there are no changes to our ELL programs or services.

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

Our population at P.S. 160 is comprised of approximately 72% of ELLs and 12% Former ELLs. Therefore, all ELLs and Former ELL students are afforded the opportunity to participate in all programs throughout the school. All programs are conducted in English. There are several AIS programs that provide support in reading and writing. The criteria for determining eligibility for these services include end of year data from state assessments including NYS ELA and NYSESLAT, teacher recommendation based on formative assessments and classroom observations. In grade one Reading Recovery provides academic intervention to build early literacy skills. Students are serviced in this program on a one to one basis. Early Reading Intervention in the Classroom (ERIC) This program provides support to students in small groups in need of basic literacy skills. Orton Gillingham is a multisensory approach using auditory, visual and kinesthetic techniques to develop early reading skills such as decoding and the structure of the English language. Instruction is provided in small groups. Leveled Literacy Intervention is a program that provides additional support in reading, writing and word study. Services are provided in a small group. At-Risk SETSS services are provided to students in grades K-5 struggling in all areas of literacy as well as other content areas. AIS Speech is provided to students in grades K-5 based on their particular needs. Other AIS reading programs are provided to students in grades 3-5 during the day to develop comprehension and vocabulary skills. Enrichment programs such as Arts Connection provide students in kindergarten and grade one the opportunity to develop language skills through music. Literacy Plus is an afterschool program for students in grades 3-5 to provide additional support in reading and writing. Title III ESL afterschool programs target ELL students in grades 3-5. Students are grouped according to language proficiency levels. The program provides support in all four modalities to strengthen language and literacy skills. Saturday Literacy programs offer support to students in need of strengthening literacy skills. Our Title III Saturday school program provides additional support for students in grade two. Students are grouped according to language proficiency levels. Title III Morning Program provides additional support to students at various language levels. Students in this program are placed according to their NYSESLAT test results. An analysis of each subtest is used to determine the areas of need. Additional literacy and language support is provided in small groups. Criteria for determining AIS services in math include beginning and end of year data from NYS Math results, unit assessments and classwork, teacher recommendation and classroom observations. AIS Math is provided to students in grades four and five targeting students who obtain a level 1 or 2 on the NYS Math exam. Instruction is provided in a small group during the day. Math plus is an afterschool program that provides support in developing math computational skills as well as problem solving skills. Both programs provide additional support to help students understand the academic and content vocabulary. Vocabulary and mathematical structures are provided to students in order to meet the language demands necessary to solve mathematical problems, provide explanations and mathematical arguments. This is a challenge for our ELL population. Our students do well with computational skills, but struggle to provide an explanation for how they solve word problems. Bilingual glossaries, dictionaries and where possible assessments are made available in the native language. The Math Enrichment program is offered to students in grades 3-5. This program provides opportunities for students to expand their knowledge and apply mathematical reasoning strategies to solve complex math problems. Other afterschool enrichment programs are offered to ELLs as well. Some of these clubs include Greek Mythology Club, Italian Club, Multicultural Club, Robotics Club, Coding Club, Board Games Club (improve socialization skills) Chinese Dance Club, Technology Club, and Student Council. Our Girls running club allows students to set goal and promotes healthy habits culminating with a 5k race. ELLs in grades 2-5 are invited to participate in the Chess in the Schools Program. Our Chess Club participates in competitions throughout the city and nationals. Students in grade 2 and 3 participate in the Chess in the Schools program during the day to promote critical thinking and problem solving strategies as well as improve social skills. Our Chess team won first place during the 2015 US Chess Federation Nationals Elementary Championship under 900 section in Nashville, Tennessee. Our school diversity is celebrated through various programs in our school. One of these programs is the Global Partners Junior Program. Grade 5 students participate in the program. This program allows them to connect to international peers via the internet and develop technology skills. Students communicate and

learn via skype with an international community and collaborate on projects. The program includes visits to the United Nations and culminates with a project that is shared with other students who have participated in this program throughout the New York City. This year some classes participated in Studio in the School through a special grant. This is an arts program that fosters creativity through the visual arts with a language component to enhance vocabulary and expressive language. Students learned drawing, painting techniques culminating with students sharing their art work and writing or oral presentation with their peers. At P.S. 160 we believe in developing the child as a whole. Providing students the opportunity to participate in programs that allow them to explore their strengths. This year one our ELL students won the PS Art Contest and was selected to have her art work displayed at the Metropolitan Museum of Art and the jumbo screen in Times Square, New York.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

P.S. 160 adopted the ReadyGEN program that is aligned to the Common Core Learning Standards. Materials and resources from this program are used for all students including ELLs. However, in order to meet the needs of ELL students at various language proficiency levels, other resources are used to support ELLs. Visuals, bilingual picture vocabulary cards, magnetic letters, sight words materials, manipulatives and realia are used to increase vocabulary and develop phonics skills. Other materials are used during small group instruction including National Geographic Windows to Literacy, Benchmark Early Explorers and Rigby On Our Way to English. Texts at various reading levels related to the ReadyGen topics are used to meet the needs of our students. Technology tools such as Smartboards, document cameras and I-PADs are used to ensure instruction is interactive. Websites such as Starfall and Brain Pop ESL are used to allow ELL students to practice literacy and language skills. Multimedia programs such as Raz Kids and MY ON allows students to listen and read fiction and informational texts at various reading levels. Students complete comprehension activities at the end of each text and teachers can monitor student progress. Mindplay is a virtual reading technology program for struggling readers. It includes an online assessment that creates an individual plan. The program components include phonics, phonemic awareness, vocabulary, comprehension and fluency, grammar and structure. Teachers can monitor student progress as well. Students in grade 4 use the Smart Science technology program. This program provides students the opportunity to review standard based science topics. Vocabulary and content material are presented using videos and visuals. Students hypothesize and view experiments through their program. Students are able to work at their own pace and teachers can monitor student progress. Bilingual fiction and nonfiction texts are made accessible for students that can read in their native language. Bilingual glossaries and dictionaries are made available to ELLs. Video clips are used to build vocabulary and background knowledge in the content areas. Test prep materials are also used to prepare ELL students for state exams.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The home language is supported in both the TBE classrooms and the ENL in several ways. Some of these include pairing students with a language buddy, labeling classrooms in both the home language and English. Students are provided the opportunity to respond in the home language when speaking or writing to facilitate language tranference. Classroom libraries include bilingual materials such as bilingual text, charts, bilingual glossaries and dictionaries or teacher created translated materials. In the TBE classroom, students sing songs and chants in their home language, teachers create translated materials so that students have the opportunity to attain conceptual knowledge that facilitates vocabulary and comprehension skills in English. ELLs in a TBE program receive one period of home language arts instruction. ELLs in a TBE program also receive instruction in their home language in two content subject areas.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Currently, there are no specific programs made available before the beginning of the school year. However, students new to the school are assigned a buddy in the classroom to help them acclamate to their new environment. Often these students are also their language partner. They translate for newcomer students on a daily basis. Our bilingual school counselor and parent coordinator serve as a bridge between the home and school by communicating with parents and students to provide support.

19. What language electives are offered to ELLs?

Our school does not offer language electives at this time.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

track We do not have a dual language program at this time. Parent selection forms will be collected and records maintained to parent program selection.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Approximately 67% of students at P.S. 160K were identified as ELLs during the 2015-2016 school year. The push-in model of instruction is intended to support all ELL students. Common planning time will be afforded to ESL teachers and their collaborative partners. Demographic and enrollment data indicates that our ELL population continues to grow. Therefore, additional professional development will be necessary for all staff members as they are all teachers of ELLs. ENL teachers and their collaborative partners will meet to plan for instruction and incorporate ESL methodology and strategies into our current literacy and content area programs. Analysis of data to drive instruction is conducted during scheduled professional learning community days and designated professional development days. This includes looking at sample student work, informal and formal assessments. Professional Development for all classroom teachers on the NYSESLAT will also be conducted by ESL staff members. All staff members are provided the opportunity to participate in professional development workshops or conferences provided by the NYC Department of Education including the Office of ELLs throughout the school year. Teachers will also have the opportunity to attend professional conferences held outside of New York City Department of Education. Including NYSABE and TESOL conferences. Turnkey training will be provided at the school level by staff members attending these sessions to all other staff members.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional Development Calendar 2015-2016/2016-2017

September	Looking at ELL data/collaborative planning between classroom teachers and ENL teachers
October	Monthly Professional Learning Communities (PLC) days -Incorporating ENL strategies in the ReadyGEN curriculum Planning and collaborating between classroom teachers and ENL teachers
November	Monthly Professional Learning Communities (PLC) days - Monthly Professional Learning Communities (PLC) days -Incorporating ENL strategies in the ReadyGEN Planning and collaborating between classroom teachers and ENL teachers Department of ELL Conference-Election Day
December	Monthly Professional Learning Communities (PLC) days-Incorporating ENL strategies in the ReadyGEN curriculum/Planning and collaborating between classroom and ENL teachers
January	Monthly Professional Learning Communities (PLC) days –Incorporating ENL strategies in the ReadyGEN curriculum/Planning and collaborating between classroom teacher and ENL teachers
February	Monthly Professional Learning Communities (PLC) days –Incorporating ENL strategies in the ReadyGEN curriculum/Planning and collaborating between classroom teachers and ENL teachers
March	Monthly Professional Learning Communities (PLC) days –Getting Ready for the NYSESLAT
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our school guidance counselors along with our parent coordinator provides staff, students and parents information to help students transition of middle school. They conduct informational sessions on the application process and the required paperwork. Translators are available during these meetings. Parents are sent information regarding middle school open school sessions so that they may make the decision for their child. The guidance counselors meet with each fifth grade class to help prepare students for middle school. Guidance counselors are provided professional development in order to assist parents with this process.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All staff members are provided the opportunity to participate in professional development workshops or conferences provided by the NYC Department of Education including the Office of ELLs throughout the school year. Teachers will also have the opportunity to attend professional conferences held outside of New York City Department of Education. Including NYSABE and TESOL conferences. Turnkey training will be provided at the school level by staff members attending these sessions to all other staff members. Documentation of staff development sessions for ELLs conducted within our school is maintained through sign in sheets and professional development agendas. Staff development sessions through outside conferences or meetings are documented on a conference log in the main office. These logs are kept on file from year to year and will be used to track the required professional development hours as per CR. Pt. 154.2. All teachers will complete 15% of the professional development hours required under CR Part 80 in the related to

language acquisition in alignment with content area instruction, co-teaching strategies and integrating language and content for ELLs. ENL and bilingual teachers will complete a minimum of 50% in these areas as well. Secretaries are provided opportunities to attend professional development regarding the ELL identification process.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to the parent orientation meetings and citywide parent teacher conferences, ENL teachers and Bilingual teachers will hold annual individual meetings with the parents of their students to discuss the goals of the program, student progress, NYSESLAT/NYSITELL results and their individual needs. These meetings will be scheduled to accommodate both the parents and ENL/Bilingual teacher's schedule. Arrangements for translators to be made available during these meetings will be made ahead of time. Translators from the translation unit will be used whenever necessary.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

ENL and bilingual teachers will keep contact logs, sign in sheets and parent-teacher articulation sheets on file for each student.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parent involvement is an essential component to the education of all children particularly for ELLs. The major languages of spoken by our parents other than English at P.S. 160K include, but are not limited to, Mandarin, Cantonese, Fukinese, Spanish, Urdu, Albanian, Arabic, Polish, Russian, Bengali, Gujarati, Ukrainian, Vietnamese, Hindi, Uzbek, Filipino and Hungarian. The various cultures represented in the school are visible within the surrounding community as evidenced by local businesses, houses of worship, newspapers, and community based organizations. Chinese and Spanish are the dominant languages. The full time Parent Coordinator, who speaks several Chinese dialects in addition to Cantonese and Mandarin, serves as a bridge between the home and school community. She provides a great deal of support to parents of all students in particular English Language Learners. Bilingual teachers, support staff and bilingual parents provide support to parents and students of other languages. outreach is ongoing throughout the school year. Notices and letters are translated in order to keep parents informed of school activities and events. Parents are invited to attend ongoing orientation sessions throughout the school year. This includes the Parent Curriculum meetings conducted by each grade at the beginning of the school year and the Parent Orientation meeting informing parents of the ELL program choice available for their children. Monthly Parent Teacher Association (PTA) meetings are held. Translators and translation units are provided during such meetings. In an effort to increase attendance during PTA meetings, student performances and Citizen of the Month are conducted during these meetings. In addition, ELL parents are informed of school events and educational programs via the School Leadership Team. This team is comprised of administrators, parents and teachers who work collaboratively to make decisions and inform their constituents of the programs within the school. At these meetings, the Comprehensive Education Plan (CEP) is reviewed and opportunities for parents to contribute their ideas. Parents are also encouraged to participate in the following activities: Parent Computer classes, Literacy Workshops, Spring Arts Festival, Fall and Spring Multicultural Festivals, Family Movie Night, Math Night, Chess Night, and Recognition Breakfasts for Caretakers of our students. Parents are also invited to participate in our weekend program called Parents as Arts Partners where culturally diverse arts workshops are provided. These activities provide our students along with their family members a chance to participate in fun filled activities. Ongoing Curriculum Workshops on the Common Core Learning Standards in Math and Literacy will be offered to parents throughout the school year so that they maybe informed of the various programs and method of instruction. These workshops also provide parents with information regarding city and state assessments. Saturday Title III Parent ESL classes are offered to parents of ELLs throughout the school year. Child care is provided to facilitate parent attendance. These classes serve as a forum for families to voice their opinions, concerns and suggestions to our principal. Ongoing ESL Parent Program Orientation Sessions will be offered to inform parents of newcomer students throughout the year of the various English learning programs available citywide. Parent meetings are held by our school guidance counselors and Parent Coordinator to provide information regarding the middle school application process. An ESL Curriculum Workshop will be offered to parents of ELL students in order to provide them with strategies that will assist their children in acquiring the language. Parenting workshops are also provided to parents of newly arrived students. These workshops are designed to address social and behavioral issues arising from students raised by other family members in their native country who then meet their parents for the first time after a few years. Workshops on Bullying and Cyber-Bullying, Homework Tips, How to Help Your Child at Home, Parent Coping Skills, Positive Discipline and Early Childhood Speech Development are some of the topics covered throughout the school year. Opportunities for parents and their children to engage in meaningful activities as a family are provided through family trips. These trips allow all students, particularly ELLs to develop language skills and engage in activities along with their family. Such events include a trip to the Botanical Garden, where students and family members engage in a scavenger hunt or the Museum of Natural History. Not only do these provide opportunities for the family to be together, but it also provides opportunities for learning as they involve content area subject matter. These trips are conducted in the spring. In response to requests, more opportunities for parents to become active participants in their child's classroom monthly classrooms activities for parents have been scheduled across the grades. These include parents participating in Family Reading Day, coming in during the writing workshop and creating stories together with their

child, publishing parties and participating in Science experiments with the students. Participating in our Arts Connection program for grades K and 1. Other activities include students completing writing genres such as a Narrative Procedure and then making or doing those procedures they wrote about with their parents (making a gingerbread house, playing a game, following directions to make origami shapes). These experiences create memorable moments in which the students are learning and sharing what they have learned with their parents who very often work long hours. These activities create a sense of pride and motivate students, particularly ELLs. Our school has established a parent lending library that includes bilingual literature. This allows parents to conveniently borrow books to read with their child on a daily basis. It encourages literacy skills and language development.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school continues to partner with the Brooklyn Chinese American Association (BCA). This organization provides our students the opportunity to attend afterschool programs that provide assistance with homework and other academic areas as well as provide enrichment activities for our students. Other organizations include Maimonides Hospital which partners with us for our annual Health Fair.
5. How do you evaluate the needs of the parents?
In addition to the NYCDOE Parent Survey form, we a survey form was completed by parents to determine their needs. This survey helped us develop additional workshops for the 2015-2016 school year. We would like to add GED classes to our parent/family programs as per request as well as more workshops around our ReadyGen, GO Math and other content area curriculum.
6. How do your parental involvement activities address the needs of the parents?
Our parent involvement activities provide multiple opportunities for parents to participate in their child's education in various ways. We provide parents the opportunities to become actively engaged in their child's education. through Parent ESL and Computer classes. These include hands on activities, performances and informational sessions. Workshops and events are scheduled during the day, afterschool, evenings and Saturdays to accommodate our parents work schedules. Translators are available events or meetings. Parents are given the opportunities to make suggestions at meetings and when conducting surveys. This serves as a guide to continue to meet their needs.

D. Additional Information

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

Parent Workshops

10-6-15	Positive Parenting	Auditorium	Bilingual School Social Worker and Guidance Counselors
10-13-15	English as a New Language (ENL) Curriculum and the Bilingual Common Core Standards		
Formally known as English as a Second Language (ESL)			
10-20-15	Homework & Test Taking Strategies		
11-10-15	Your Special Needs Child		
11-17-15	Getting your Child Ready for Middle School	Annex Cafeteria	Guidance Dept.
11-24-15	How to Help Your Child at Home (Specific Reading Strategies)		
12-1-15	Fun Science: Activities & Experiments		
12-15-15	Navigating Our Website- Staying in Contact with Your Child's Teacher		
12-22-15	Winter Celebration		
1-12-16	Dental Health		
1-19-16	Being Healthy		
1-26-16	How to Use the Web for Educational Purposes		
2-2-16	Common Core- Math		
2-9-16	Common Core- Literacy		
2-23-16	Staying Fit		
3-1-16	Academic Intervention		
3-15-16	How to Facilitate Language		
6-21-16	Summer Safety	Annex Cafeteria	Ms. Monte

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K160** School Name: **160**
Superintendent: **K. Costantino**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Information regarding parent language preferences for both written and oral communication is gathered from ATS reports such as RAPL, Home Language Survey Forms, Student emergency contact cards, our parent coordinator and parent meetings. This information is provided to all teachers so to facilitate home-school communication.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The following are the languages representative of our school population. However, since we have a transient population, these languages may change. Currently these languages spoken are various Chinese dialects including Mandarin, Fukinese, Toishanese, Cantonese, Polish, Hungarian, English, Arabic, Russian, Bengali, Tadjhik, Urdu, and Uzbek.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following are some of the documents our school disseminates every year that require translation: Parent Handbooks, PTA meetings notification, Middle School Application information, notification of special events and performances, notification of parent involvement activities, curriculum overviews, notification of ELL parent orientation meetings, notification of ELL curriculum meetings, Kindergarten information packets for incoming students, supply lists, notifications of afterschool, Saturday and morning programs, afterschool enrichment programs, registration information, behavior plans, notification of IEP and EPC conferences, other informational workshops, promotional letters, NYS assessment calendars and assessment information, summer school letters and notification of parent teacher conferences. These are some of the documents. Other important documents are translated as needed.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Oral translations are provided during registration, ELL intake process, parent curriculum meetings, Parent Teacher Association meetings, parent teacher, conferences, parent workshops, individual parent meetings, Conferences related to Special Education services such as IEP meetings and EPC conferences. Translators are also provided to disseminate important information regarding middle school applications and gifted and talented testing. All translations services are provided by staff, community members, translation unit and outside contracted translation services. Outside contracted translation services are provided to ELLs on content area NYS assessments as needed.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

Chinese and Spanish.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral translations during phone conferences or in person will be conducted by in-house school staff in Chinese, Spanish, Arabic and Russian. The translation unit will be used to provide phone conferences for those parents who speak other languages. Translation unit headphones are used during large group meetings by in-house staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members are made aware at staff meetings of in-house written translations procedures, list of available in-house translators and are provided a copy of the phone number to the translation unit for all other languages.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

NYCDOE parent surveys as well as in-house school surveys and our feedback provided by parents to our Parent Coordinator are used to identify needs are used to monitor the translation needs of our parents.