

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**28Q160**

**School Name:**

**P.S. 160 WALTER FRANCIS BISHOP**

**Principal:**

**TIFFANY HICKS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

Walter Francis Bishop Magnet School  
of the Arts – P.S. 160Q 28Q160

School Name: \_\_\_\_\_ School Number (DBN): \_\_\_\_\_  
Pre-K - 5

Grades Served: \_\_\_\_\_

School Address: \_\_\_\_\_  
109-59 Inwood Street Jamaica, NY 11435

Phone Number: \_\_\_\_\_ 718-526-5523 Fax: \_\_\_\_\_ 718-526-8191

School Contact Person: \_\_\_\_\_ Tiffany Hicks Email Address: \_\_\_\_\_ Thicks2@schools.nyc.gov

Principal: \_\_\_\_\_  
Barbara Reill

UFT Chapter Leader: \_\_\_\_\_  
Demelza Wilson

Parents' Association President: \_\_\_\_\_  
Jamel Johnson

SLT Chairperson: \_\_\_\_\_

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Toni Ann Green Clair

Student Representative(s): \_\_\_\_\_  
N/A

**District Information**

District: \_\_\_\_\_ 28 Superintendent: \_\_\_\_\_ Mabel Muniz-Sarduy  
90-27 Sutphin Blvd. Jamaica, NY 11435 Room 242

Superintendent's Office Address: \_\_\_\_\_

Superintendent's Email Address: \_\_\_\_\_ MSarduy@schools.nyc.gov

Phone Number: \_\_\_\_\_ 718-557-2618 Fax: \_\_\_\_\_ 718-557-2623

**Borough Field Support Center (BFSC)**

Queens South District  
28 BFSC: \_\_\_\_\_ Director: \_\_\_\_\_ Marlene Wilks

82-01 Rockaway Boulevard, Queens, NY 11416

Director's Office Address:

[Mwilks@schools.nyc.gov](mailto:Mwilks@schools.nyc.gov)

Director's Email Address:

718-281-3259

718-281-3509

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)
Tiffany Hicks	*Principal or Designee	
Barbara Reill	*UFT Chapter Leader or Designee	
Demelza Wilson	*PA/PTA President or Designated Co-President	
N/A	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>	
N/A	CBO Representative, if applicable	
Rohanie Doobay	Member/ Parent	
Gail Smith	Member/ Parent	
Devena Folkes	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Arizaid De Los Santos	Member/ Parent	
Khaminee Mohabir	Member/ Parent	
Anita Dodell	Member/ Teacher	
Catherine Frangella	Member/ Teacher	
Maria Pavich	Member/ Teacher	
Jamel Johnson	Member/ Teacher	
	Member/	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

PS 160Q was built in 1939. We are a Title I school located in a high poverty area in South Jamaica, Queens. It is a community of private homes, many of which have been altered to house several families. PS 160Q has 32 classes, servicing children in grades Pre-K to 5. Of the 32 classes, 6 are Integrated Co-Teaching classes in Kindergarten-5th grade, and self contained classes (12-1-1) in grades Kindergarten-5th grade. There are two sets of portable classrooms in the schoolyard housing a total of eight classes, of which four are full day pre-kindergarten classes with the additional space used as an indoor play area or movement room. The remaining set of portable classrooms are used for adult education classes.

The mission of Walter Francis Bishop Magnet School of the Arts is to create a supportive culture that nurtures the greatest level of student achievement, by understanding and promoting the value of effective effort. To further this mission, students will be engaged in learning cycles, which require them to explore, explain, evaluate and elaborate. As a school community, we believe in educating the heart and mind. We believe that hard work leads to student achievement. We also believe in the value and use of creative processes and that Character Counts!

At PS 160Q all grades devote 150 minutes to Literacy. Professional development is provided by administration, Instructional Specialists and Content-Area Lead Teachers. Teachers also receive on-going professional learning by attending sessions at Teacher's College and Queens South Borough Field Support Center. Common preparation periods are devoted to reviewing progress and planning effective instructional strategies. Data days are scheduled for staff to analyze data and develop strategies for understanding and implementing data to improve instruction. Academic Intervention Services are conducted daily and students are provided with additional intervention services during an after-school and Saturday program.

At PS 160Q all grades devote 60 minutes per day to math instruction. Pacing calendars are developed in conjunction with the Math Coach. Teachers also receive on-going professional learning by attending sessions provided by the Queens South Borough Field Support Center. Common preparation periods are devoted to reviewing progress and planning effective instructional strategies. Data days are scheduled for staff to analyze data and develop strategies for understanding and implementing data to improve instruction. Academic Intervention Services are conducted daily and students are provided with additional intervention services during an after-school and Saturday program.

The areas in which our school has made the most growth during the previous school year has been communicating the expectations for implementing the standards-based curriculum and providing resources and supports that result in improvements in student performance. Teachers implemented Ready Gen and Go Math and we're now crafting lessons that are aligned to the Common Core Learning Standards. This school year, we will join the Chancellor's Initiative by developing a cohesive approach to writing in our school with the Teacher's College Writing Units of Study. Our strength lies in Strong Family and Community Ties in which our vision is shared with parents and students through newsletters, Pupil Path, parent workshops and monthly "Coffee and Conversation" sessions. We created a learning community that was focused on student outcomes with a vision to continue to accelerate learning. Our teachers were able to demonstrate their level of commitment by using the results of informal assessments, performance based assessments, writing on demand and math performance tasks to develop goals for groups of students. With these goals in mind, teachers were able to provide students with actionable feedback that they in turn used to improve their practice.

Our school has had several accomplishments, one of which is being awarded a federally funded magnet grant. This grant is allowing us to transform the school into a school of the arts. Our teachers are being trained to write Project Based Learning units of study and students are taking part in learning which requires them to use 21<sup>st</sup> century skills such as collaboration, communication, critical thinking and creativity. We have been able to partner with organizations such as: Midori, Turtle Bay Music School, Alvin Ailey, The Literacy and Multimedia Project, New York Institute of Technology, Engineering is Elementary , LEGO Education, Dancing Classrooms, Queens Historical Society, Ballet Tech, Junior Tennis League, Marquis Studios, Materials for the Arts and Queens Museum. We are proud to be recognized as a Change for Kids Partner School. Through this collaboration, we are able to provide students with a chess program, a Story Pirates residency, a Children’s Museum of the Arts residency, reading tutors from St. John’s University and volunteers during our monthly Family Night events. We have just formed a partnership with Wellness in the Schools and we will be starting the Cook for Kids and Coach for Kids programs.

A challenge that is prevalent within our school is around the issue of attendance. Our attendance rate is below the city average and we are trying to rectify that situation. We have put various programs in place during the school day to get students excited about coming to school. We will continue to address this issue during attendance team meetings, celebrations during assembly programs and throughout all parent communications.

This year we will continue to build teachers capacity to write quality Individualized Education Plans aligned to the CCSS and student's needs. With this practice in place, our goal is to provide rigorous instruction to ensure success for all.

One of our primary goals for this year is for students to show measurable growth in their ability to read and understand complex texts. Teachers will be implementing strategies for close reading in order to support our instructional focus. Success will be measured by student performance on the New York State English Language Arts and Mathematics exams in grades 3-5 and the NYC Performance Assessments in grades K-2.

## 28Q160 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05,06	Total Enrollment	679	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.3%	% Attendance Rate		92.0%	
% Free Lunch	84.3%	% Reduced Lunch		7.6%	
% Limited English Proficient	5.8%	% Students with Disabilities		19.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	8.1%	% Black or African American		57.5%	
% Hispanic or Latino	17.2%	% Asian or Native Hawaiian/Pacific Islander		13.0%	
% White	1.8%	% Multi-Racial		2.5%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.14	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		7.55	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	17.4%	Mathematics Performance at levels 3 & 4		20.7%	
Science Performance at levels 3 & 4 (4th Grade)	85.7%	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		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

**Section 5A – 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.

During the Principal's Performance Observation it was noted that the use of assessments in instruction was an area of growth. Teachers were not using rubrics consistently across the grades and they were not checking for understanding throughout the lesson. It was noted in the Quality Review feedback that teachers needed to engage in curricula aligned assessment practices to inform instruction. During the 2014-15 school year, each grade saw an average growth of 15% or more on Measures of Student Learning. We have viewed this work as an area of strength for our school. We would like to continue to see an improvement in this area by focusing on student’s ability to read closely and answer text dependent questions. The major area of concern at our school is that students did not meet the targets in both student progress and student achievement for the 2014-2015 school year. A review of the Spring 2015 State Standardized Assessments indicated that in English Language Arts there was a .08% decrease. We noticed that student reading levels were stagnant and they struggled to read complex texts above their level. On the state wide assessments in ELA (Grades 3-5), 17% of the students scored a Level 3 or 4. The school did not meet its target of 21.5% This data correlates to our lowest element in the Framework of Rigorous Instruction.

The key area of focus for this year is will be to decrease the amount of students that scored a level 1 and move our level 2's to 3's.

#### **As a result, our Instructional Focus is Close Reading of Complex Text.**

- All Walter Francis Bishop Magnet School of the Arts students will show measurable growth in their ability to read and understand complex texts. Teachers will implement strategies for close reading to support our instructional focus. Success will be measured by student performance on the New York City Performance Assessments and New York State ELA exam.
- If teachers model close reading strategies in order to develop students ability to read and understand complex texts, then all students will be able to focus on the information that a text provides.

In order to support our instructional focus, teaching plans and learning activities need to be differentiated and match instructional outcomes. Through Data Days, teachers will meet to analyze data and create appropriate plans to meet the needs of their students through differentiated instruction.

### 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, there will be an increase of 10% in grades K-5 students performing at or above level 3 on Trait 1 of the NYC Performance Assessment - Reading and Answering Text Dependent Questions as measured by the performance task writing rubric.



**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students scoring at level 1 Trait 1 - Reading and Answering text dependent questions will receive small group instruction twice a week to address student targeted skills.</p>	<p>Students on Level 1 and 2, including ELL and SWD on Teachers</p>	<p>Weekly from November 2015- June 2016</p>	<p>Administration, Magnet Resource Specialists, ELA Lead Teachers</p>
<p>Teachers will work with the IEP Teacher and ELL Teacher to plan for differentiated, rigorous instruction in reading and writing.</p> <p>Teacher teams will analyze student data to determine how students learn best, specifically Students with Disabilities (SWD) and English Language Learners in order to modify lessons to include the use of Thinking Maps, annotations keys and modeling thinking strategies.</p>	<p>ELL and SWD students that scored below a level 3 on the MoSL Rubric</p>	<p>Bi-weekly from November 2015- June 2016</p>	<p>Administration, Magnet Resource Specialist, ESL Teacher, IEP Teacher, SETSS Teacher</p>
<p>Teachers will provide workshops for parents around close reading and the writing process.</p> <p>Quarterly newsletters will be sent to parents highlighting reading and writing strategies.</p>	<p>Parents of Students</p>	<p>Monthly from Sept. 2015 - June 2016</p>	<p>Parent Coordinator, Teachers, Magnet Resource Specialist, Administration</p>

Parents will participate in our Coffee and Conversation sessions as well as at Parent Teacher Association meetings where the Common Core Learning Standards will be addressed.			
Teachers will use the data collected during the On Demand Writing, Running Records and Unit Assessments to provide actionable feedback to students.  Administrators will meet with teachers during monthly data meetings to discuss trends and design close reading lessons and performance tasks.  Results from all assessments will be shared with staff in the "Dose of Data" assessment newsletter.  Curriculum will be refined as a result of this practice.	Teachers  Admin.  Students	Sept. 2015-June 2016	Administration, Teachers, Magnet Resource Specialists

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: Professional Learning Sessions will target the rationale behind close reading and introduce teachers to best practices when planning for it. Teacher teams will meet and write tasks aligned to standards as seen in the Performance tasks. Chancellor’s Conference Days will be devoted to analyzing writing data and planning for differentiated instruction. During Data meetings, administrators will meet with teachers to develop clear targets and learning goals for groups of students. ELA Lead Teachers will attend professional development sessions and turnkey that information to fellow staff members. Instructional Support Specialists will support the work done in teacher teams.  Instructional Resources: Teacher's College Writing Workshop materials, SchoolNet Assessments, IXL Pilot Program  Schedule Adjustments: Common planning time, teacher lesson plans, Professional Learning Sessions.											
<b>Part 4b.</b> 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant

X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other
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**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 the end of September 2015, teachers will have analyzed student data and met with their grade level supervisors and the Magnet Resource Specialists to plan for instruction and monitor students’ data. Teachers will have met within their Teacher Teams to dig deep into the data and conduct inquiry cycles to meet the needs of their students. Teachers will review the data and plan for differentiated instruction.

Progress Monitoring:

- October 2015, February 2016 and May 2016 benchmark assessments will be given to students so that teachers can continually modify instruction based on student need.
- By December 2015, teachers will have been involved in differentiated Professional Development in order to plan lessons reaching multiple entry points using inquiry work and lesson study.
- By February 2016, teachers will administer a performance task to assess student growth on Trait 1- Reading and Answering Text Dependent Questions.
- Data entered on Skedula / Data Driven Classrooms (DDC), Teachers College Assessment Pro, for all assessment cycles will be tracked after each assessment period for student progress.

**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.

According to the NYC School Survey 2014-2015, the school received a 93% positive response rate in the area of Supportive Environment. On last Quality Review (2013-2014) it was noted that the school was rated "Proficient" in maintaining a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults. The school received a rating of "Proficient" in establishing a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.

Despite having created this supportive environment we had 100 OORS reports for last school year with infractions ranging from Disorderly Behavior to Aggressive/Harmful Behavior. 6 students were placed on a Superintendents Suspension.

Students are sent to the SAVE Room where they fill out a reflection sheet and discuss the behaviors that led to their actions. Parents are responsive and usually agree with the disciplinary responses. Students are reminded of their Character Education Pillars in which they are responsible to elicit a particular pillar that can improve their behavior.

In order to actively engage students in classrooms that are welcoming, safe and orderly we will be revamping our Positive Behavior Intervention System. We will also initiate Life Space Crisis interventions groups and train staff members in the Beautiful Me program to foster the social and emotional growth in our students.

### 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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a minimum of 10% decrease of level 4 incidents on the NYC DOE Discipline Code as measured by the number of OORS reports.

in order

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Life Space trained teachers and our Guidance Counselor will support the school with developing a peer mediator program and train support staff to manage the team appropriately.</p>	<p>Teachers, Paraprofessionals &amp; Students</p>	<p>Monthly meetings held throughout October 2015 – June 2016</p>	<p>Administration, Guidance Counselor, SETTS Teacher, Jamaica Hospital Psychologist Liaison</p>
<p>The Crisis De-escalation Team will analyze when and where the highest level of incidents occurred, for ex. during arrival, during recess, upon dismissal and decide our next steps.</p> <p>Effective use of de-escalation strategies where both the Guidance Counselor and those trained in Life Space work together to address undesirable behaviors using proactive and reactive methods.</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>Administration, Guidance Counselor, SETTS Teacher, Jamaica Hospital Psychologist Liaison</p>
<p>Teachers will use a technology based system such as Class DoJo, Pupil Path to communicate social performance to parents daily.</p>	<p>Parents &amp; All Students</p>	<p>Daily or as needed throughout September 2015- June 2016</p>	<p>Teachers &amp; Administration</p>
<p>Three public Town Hall appearances from NYPD Youth Officers from the 113<sup>th</sup> Precinct, Literacy Inc. &amp; a SAPIS Counselor to discuss the effects of bullying and to share messages around safety with our parents and students.</p>	<p>Parents, All Students &amp; Teachers</p>	<p>October 2015, January 2016 &amp; May 2016</p>	<p>Administrators, Guidance Counselors, Teachers, Community Partners</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.

Human Resources: Teachers, Guidance Counselors, Social Workers, School Psychologist and Paraprofessionals. These key stakeholders will present information during Professional Learning Sessions as well as during Coffee and Conversations and during our Town Hall Safety Meeting.

Instructional Resources: Literacy Inc. will provide literature around bullying and social and emotional growth. Class DoJo, PupilPath,, Beautiful Me Curriculum

Schedule Adjustments: Teachers attending Beautiful Me Training, Character Counts Assemblies, Life Space Information Sessions, Restorative Circles Training.

**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		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> 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.

We will keep track of the events monthly and compare them to the 2014-15 data points. We will monitor student behavior in the month leading up to and following the Town Hall sessions.

The tracking of events will be measured by the OORS monthly report.

By February 2016, all attendance sheets will be checked and tallied to track parent participation.

By February 2016, records will be crossed checked for students having multiple infractions in order to provide additional support.

**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.

High quality instruction is the strongest influence on student achievement. According to the 2014-2015 Principal's Performance Observation the school received a rating of "Developing" in Indicator 1.2 - Develop teacher pedagogy from a coherent set of beliefs about how students learn best.

It was also noted in the Quality Review that teachers needed to deepen differentiation of instruction so that all lessons engage students and offer suitable challenges at their level, including effective questioning that elicits higher-order thinking and extends learning.

According to the results from the 2014-2015 NYS Mathematics exams, the number of students reaching proficiency declined by 2%. They key area of focus this year is to provide teachers with a method for unpacking the standards and using the information to teach students what they need to know based on the data. We would like to decrease the amount of students that scored a level 1 and move our 2's to 3's. The instructional focus is close reading. During math, students will be provided with strategies to break down a word problem which will increase their ability to understand what is being asked of them.

### 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.

By June 2016, 100% of teachers and teacher teams will work collaboratively to analyze student work in order to refine rigorous tasks as evidenced by the development of 3 math performance tasks that are aligned to the common Core Learning Standards.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will attend professional development to unpack standards and plan differentiated lessons that address multiple entry points to reach our SWD and ELL population.</p> <p>Teachers will check for understanding by asking rigorous questions throughout their lessons eliciting multiple responses to get a broader picture of student mastery.</p> <p>Teachers will analyze data to identify students' methods of learning and plan for differentiated instruction and rigorous tasks.</p> <p>Teachers have common preps and professional learning cycles to collaboratively plan, develop a deeper knowledge of curriculum and differentiate instruction</p>	<p>Teachers, Students on level 1 &amp; 2 on the New York State Math test, including SWD, and ELL students.</p>	<p>Every 6 weeks starting from October 2015 – June 2016</p>	<p>Teachers, Coach &amp; Administration</p>
<p>Teachers will analyze student data to determine how students learn best, specifically Students with Disabilities and English Language Learners in order to modify lessons to include scaffolding using multiple means of representation, expression, and engagement.</p>	<p>Teachers, Students on level 1 &amp; 2 on the New York State Math test, including SWD, and ELL students.</p>	<p>Every 6 weeks starting from October 2015 – June 2016</p>	<p>Teachers, Coach, Magnet Resource Specialist, ELL Teacher, SETTS Teacher, IEP Teacher</p>

<p>Teachers will develop and present parent workshops highlighting strategies to help parents support their children's learning. Workshops will also target the mathematical practices and shifts in Common Core as well.</p> <p>Monthly newsletters will be sent to our parents highlighting problem solving strategies.</p> <p>Parents will participate in our Coffee and Conversation sessions as well as at Parent Teacher Association meetings where they will learn how to read closely in mathematics.</p>	<p>Parents &amp; Teachers</p>	<p>Monthly from Sept. 2015 – June 2016</p>	<p>Administration, Teachers, Coach, Magnet Resource Specialists</p>
<p>Teachers will use the data collected during pre and post unit assessments to provide actionable feedback to students.</p> <p>Administrators will meet with teachers during monthly Data chats to discuss trends and next steps for groups of students.</p> <p>Results from all assessments will be shared with staff in the “Dose of Data” assessment newsletter.</p> <p>Curriculum will be refined as a result of this practice.</p>	<p>Teachers, Coach, Administration</p>	<p>Monthly from Sept. 2015 – June 2016</p>	<p>Administration, Coach &amp; Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Human Resources: Professional Learning Sessions will target unpacking the Common Core Math Standards and introduce teachers to best practices when planning math units. Teacher teams will meet and write tasks aligned to standards as seen in the Performance Tasks. Chancellor’s Conference Days will be devoted to analyzing math data and planning for differentiated instruction. During Data meetings, administrators will meet with teachers to develop clear targets and learning goals for groups of students. Math Lead Teachers will attend professional development sessions and turnkey that information to fellow staff members. Instructional Support Specialists will support the working done in teacher teams.</p>

Instructional Resources: Go Math materials, The Common Core Companion, SchoolNet Assessments, Data Driven Classroom and the IXL Pilot Program.

Schedule Adjustments: Common planning time, teacher lesson plans, Professional Learning Sessions.

**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		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> 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 the end of September 2015, teachers will have analyzed student data and met with their grade level supervisors and the Math Coach to plan for instruction and monitor students’ data. Teachers will have met within their Teacher Teams to dig deep into the data and conduct inquiry cycles to meet the needs of their students. Teachers will review the data and plan for differentiated instruction.

- In order to progress monitor, twice a year, in December 2015 and in February 2016, benchmark assessments will be given to students so that teachers can continually modify instruction based on student need.
- By February 2016, teachers will have been involved in cycles of differentiated Professional Development in order to plan lessons reaching multiple entry points using inquiry work and lesson study.
- Data will be entered on Skedula / Data Driven Classrooms (DDC), Teachers College AssessmentPro, for all assessment cycles

**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.

During the PPO, it was noted that learning targets were clearly written for the lesson however, differentiation of instruction to address students at their entry points was inconsistent across classrooms. Scaffolds for ELLs and SWDs were seen in two classrooms and peer and group discussion were minimal.

It was also noted in the Quality Review that teachers needed to deepen differentiation of instruction so that all lessons engage students and offer suitable challenge at their level, including effective questioning that elicits higher-order thinking and extends learning.

The Advance data found that there were 17 ratings of Developing in Component 3c and 8 ratings of Developing in Component 1e. The major area of concern at our school is that students did not meet the targets in both student progress and student achievement for the 2014-2015 school year. A review of the Spring 2015 State Standardized Assessments indicated that in English Language Arts there was a .08% decrease.

We noticed that student reading levels were stagnant and students struggled to read complex texts above their level. On the state wide assessments in ELA (Grades 3-5), 17% of the students scored a Level 3 or 4. The school did not meet its target of 21.5% This data correlates to our lowest element in the Framework of Rigorous Instruction.

### **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, 100% of teachers will receive cycles of professional development in designing coherent instruction in order to plan for close reading effectively as measured by 60% of teachers increasing one performance rating in component 1e on the Danielson Framework for Teaching rubric.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Initial planning conferences will be used to discuss individual teachers’ professional goals by reflecting on prior year’s observation data, student data, as well as using feedback from observations and visitations to identify areas of strengths and growth on the Danielson Rubric.</p> <p>Teachers will be a part of professional development and collaborative learning conversations that will focus on 3C, and will be differentiated based on teacher needs.</p>	<p>Teachers &amp; Administrators</p>	<p>September 2015</p> <p>January 2016</p> <p>June 2016</p>	<p>Administration, Talent Coach, Magnet Resource Specialists, Borough Staff Support</p>
<p>Administration will categorize and systemize school-wide goals in order to analyze trends, plan and implement differentiated professional development opportunities.</p> <p>Administration will monitor progress through informal visitations and formal observations and conduct an analysis of student assessment data.</p> <p>Teachers will plan for instruction based on data specifically targeting instruction for our English Language Learners and Students with Disabilities.</p>	<p>All Students (ELL and SWD) &amp; Teachers</p>	<p>October 2015- June 2016</p>	<p>Administration, Teachers, Magnet Resource Specialists, ESL Teacher, SETTS Teacher, IEP Teacher, Math Coach &amp; Borough Staff Support</p>

Professional Learning will be adjusted according to findings.			
<p>Parents will be trained on the Common Core Standards and the instructional shifts during SLT meetings, PTA meetings and First Fridays.</p> <p>Parents will receive monthly grade specific newsletters and weekly “Email Blasts” (translated) that detail units of study in Reading, Writing, Math, Science, Social Studies and school events.</p> <p>Our website is updated monthly to include activities that parents can use at home with their children so that they can better understand how to support students at home.</p>	Parents, Students & Teachers	Monthly from October 2015- June 2016	Parent Coordinator, Administration, Teachers, Magnet Resource Specialists
The administrative team is working with our Talent Coach to foster a shared understanding of the Danielson Rubric and subsequently share that understanding with our teachers during pre- and post- observation conferences.	Teachers	3 times throughout the school year	Administration & Teachers

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Human Resources: Professional Learning Sessions will focus on high quality instruction as seen in the Framework for Teaching. Teacher teams will meet and design close reading lessons. Chancellor’s Conference Days will be devoted to analyzing data and planning for differentiated instruction. During Data meetings, administrators will meet with teachers to develop clear targets and learning goals for groups of students.</p> <p>Instructional Resources: The Common Core Companion, SchoolNet Assessments, Data Driven Classroom and the IXL Pilot Program.</p> <p>Schedule Adjustments: Common planning time, teacher lesson plans, Professional Learning Sessions.</p>
<p><b>Part 4b.</b> 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
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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 October 2015, 100% of teachers will have completed their initial conferences and will have met with their supervisor for at least one evaluation feedback session.</p> <p>By February 2016, 100% of teachers will be utilizing supervisor feedback to drive instruction, plan interventions and enrichment to support each child’s learning.</p> <p>During bi-weekly focused walkthroughs, administrators will be looking for evidence of student discussions, accountable talk prompts, questioning prompts, student centered learning activities and assessment criteria.</p> <p>Instructional teams will be meeting from September 2015 to June 2016 to analyze and discuss data and plan for targeted instruction to support individual students and groups of students.</p> <p>Administrators will conduct mid-year and end-of-year conferences to monitor teacher progress in Domains 1 and 3.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## 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.

Parent Involvement in the school has often times been low with an average of 15 parents at various events. We found that many parents came out to see their children perform in a show or during a parent child workshop. We have recently begun having monthly family nights where parents and children can engage in activities together. Attendance during these events average 80-100 parents.

Based on our school survey, about 90% of our parents agree that they are included in shared decision making, invited to classrooms and are greeted warmly. However their attendance in school events do not reflect that data.

On the Quality Review, the school received a rating of "Proficient" on indicator 3.4. It was noted that parents have various opportunities to be informed of the expectations of the school. They have access to Pupil Path, an online program where parents can see their child’s assignments, assignment grades, attendance history, and it provides parents and teachers a feature through which they may email one another.

Parents receive a monthly newsletter that informs them about what units are going to be taught, a Parent Handbook that lists all of the school’s policies, a copy of the chancellor’s policies regarding student attendance, as well as a monthly calendar that lists the various meetings, extended day and after-school times, assembly programs and parent workshops.

### 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, there will be an increase of 10% in the parental involvement and partnerships as measured by the attendance sign in sheet in the PTA monthly meetings, Learning Leaders and school wide events.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>We will host monthly Coffee and Conversations to keep parents abreast of information pertaining to Common Core.</p> <p>We will host a Learning Leader class to foster and develop parent partnerships.</p> <p>We will continue to offer Family Nights to engage parents and children in activities that align to Common Core and STEM.</p> <p>Teachers will host Parent Engagement sessions monthly.</p>	<p>All Parents</p>	<p>Monthly October-June</p>	<p>Parent Coordinator, Administration, Teachers, Magnet Resource Specialists, Residency Partners</p>
<p>As a school community we will host the following events to increase parental involvement and engagement: Free Market, Adopt a Family, Thanksgiving Baskets, Coat Drive, Parent Engagement Sessions, Pupil Path, Parent Workshops in diverse subjects such as: Literacy Inc. VIP, South Jamaica Reads, Cool Culture, Open Classrooms, Prime America and Family Nights with some community based organizations such as Marquis Studios, Turtle Bay Music School, Change for Kids and Jamaica Center for the Arts (JCAL)</p>	<p>All Families, SIFE, STH</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Administration, All Teachers, Magnet Resource Specialists and Community Partners</p>
<p>Parent Involvement Workshop Series, Monthly communications with parents, Coffee and Conversation, School Tours, School Leadership Team</p>	<p>All Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Administration, Teachers, Magnet Resource Specialists</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.

Some magnet funds were allocated, all teachers, parent coordinator and administrators are involved in some part of the planning and implementation of all of our workshops. We value added support from local politicians, partnerships and experts in their field. This affords us some flexible scheduling, per session, volunteers and Learning Leaders in order to facilitate this plan.

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

	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	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 November 2016, parents will complete a survey pertaining to each event and we will use this data to make refinements to our programs.

By February 2016, we will assess attendance at parent events thus far and make adjustments as needed.

We will monitor and track the attendance at each event monthly. We will take note of how many parents attend workshops during the day versus the evening and adjust future workshops accordingly.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Students scoring a Level 1 or 2 on NYS Exams.</p> <p>Students below TC Benchmark Levels.</p> <p>Students identified as at-risk or on the RTI Track</p> <p>Students identified as at-risk or on the RTI Track</p> <p>Students identified as at-risk or on the RTI Track</p>	<p>An Extended Day Academic Support Program is offered to give additional support to our students in literacy instruction.</p> <p>A guided reading/strategy lesson done to provide intensive support in a small group.</p> <p>A guided reading/strategy lesson done to provide intensive support in a small group.</p>	<p>Literacy support is offered in 2 hour sessions on Wednesdays and Thursdays to recommended students in grades 2-5.</p> <p>Literacy support is offered in 2 hour sessions on Saturdays to recommended students in grades K-5</p> <p>Literacy support is offered in a 30 minute session daily in grades K-5.</p>	<p>After-School</p> <p>Saturday Academy</p> <p>During the school day</p>
<b>Mathematics</b>	<p>Students scoring a Level 1 or 2 on NYS Exams.</p> <p>Saturday Academy Program</p>	<p>An Extended Day Academic Support Program is offered to give additional support to our students in mathematics instruction.</p>	<p>Mathematics support is offered in 2 hour sessions on Wednesday and Thursdays to recommended students in grades 2-5.</p>	<p>After-school</p> <p>After-school</p>

		An Extended Day Academic Support Program is offered to give additional support to our students in mathematics instruction.	Mathematics support is offered in 2 hour sessions on Saturdays to recommended students in grades K-5	
<b>Science</b>	Students scoring a level 3 or 4 on the Science Exam.	An Extended Day Academic Program is to give additional support to our students in STEM Education	Small Group	Afterschool
<b>Social Studies</b>	Students scoring below TC Benchmark Levels	Students will be pulled in small groups for literacy intervention in the content areas	Small Group	During the school day.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with multiple infractions in OORS.  Students and families that express a need for outside counseling services.	Our Guidance Counselor provides intervention services in crisis situations for students and their families, counseling students on a one-to-one basis and in small groups.  Our School Psychologist provides intervention services for students and families on an as-needed basis.	As needed  As needed	During the school day.  During the school day.

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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.
All students receive teaching from 100% Highly Qualified Teachers according to the BEDS survey. Teachers receive professional development in all content areas, on the CCLS, during Common Preps, Chancellor's Conference Days, with Queens South Borough Field Support Center Staff, Magnet Resource Specialists as well as our Program partners . When a vacancy becomes available, there is a hiring committee that meets with the principal to go over resumes, interview candidates, and observe demonstration lessons before hiring. The hiring committee then selects highly qualified staff members. In order to retain highly qualified teachers, support and professional development are given from our Administrative team, Magnet Resource Specialists and Program Partners. New teachers are mentored by their mentor during their first year. When teachers switch grades they are mentored by a colleague on their grade for an additional year. Teachers meet in teams during common preps and during their professional responsibilities time.

#### 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).
Differentiated professional development opportunities are offered to all staff members, including principals and assistant principals, teachers, paraprofessionals and other staff members. This year our staff participated in Project Based Learning, Elementary is Engineering, Lego, Queens Historical Society, Queens Museum, the 5E's Learning Cycle, Network facilitated Response to Intervention, Special Education, behavior management and ELL workshops. All trainings are aligned to the Common Core Learning Standards and support teachers to implement the instructional shifts required for student success in ELA and Math. The Principal and Assistant Principals have received training from our Talent Coach, in aligning our ratings on teacher practice as assessed on Danielson's Framework for Teaching.

### 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.).

Families are invited to Kindergarten Orientation where they are introduced to administration and staff members who will offer their services throughout the school year to their children. Part of the orientation schedule includes a visit with one of the Kindergarten classrooms. General school information is distributed to parents/guardians (available in English and Spanish). Information includes contact information, pre-school preparation activities, Common Core Learning Standards, monthly calendar and a sample of the monthly Kindergarten newsletter.

During the registration process, incoming families complete Home Language Identification surveys and Program Selection form for ELL's to determine their needs i.e. oral and written language preferences, special education needs and requirements. English Language Learners also meet with an ELL staff member for evaluation.

Families are encouraged to come to monthly meetings such as PTA meetings and Coffee and Conversation – both offer a parent-child activity to help communicate to our families the academic and social expectations for their children and how they might support this process at home. Parents are also encouraged to sign up for Pupil Path to receive current information about their child's academic progress.

### **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.

Teacher teams meet to discuss instruction and the assessments associated with them to measure student growth. Grade Level (horizontal) and Inquiry Teams meet monthly to review data gathered from these assessments. The MoSL Team will select the Measures of Student Learning for the 2015/2016 school year. Differentiated Professional development is aligned to the findings of the data and offered during Professional Development Days. The instructional cabinet/administrative team meets weekly to review student progress, review the findings from informal and formal observations and adjust future professional development.

Teachers on the professional development committee meet to discuss trends seen amongst the grades. Once these trends are identified we look at the assessment tools used to gather that data. Each team member discusses the strengths and weaknesses of each tool. Together the team determines the next steps for the school.

### **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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	323,626.00	X	AIS Programs, Funding of classroom teachers
Title II, Part A	Federal	158,922.00	X	AIS Programs, sub- money, funding of teachers and clusters
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,201,891.00	X	funding of teachers, paraprofessionals, administrators.

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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### **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 the school. **PS 160Q**, 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 the school and the families. The 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 the school community. **PS 160Q** 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 the school community;

The 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. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

**PS 160Q**, 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 on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

### **III. Student Responsibilities:**

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



**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>P.S. 160</u>	DBN: <u>28Q160</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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</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: \_

The Title III afterschool program is dedicated to assist our ELL students in becoming more proficient in the areas of mathematics and literacy. It is to assure that Limited English Proficient students achieve the highest academic standards. This program will focus on academic language across the content areas. It will provide high quality math, literacy and content area instruction through ESL techniques and methodologies. The instruction will be differentiated based on the needs, interests and ability levels of each student. We will be utilizing an alternating day model where the common branch teacher will be providing content support to the ELL students on Tuesdays and the ELL teacher will provide different ESL methodologies.

- This program will serve identified students in grades 1-5, approximately 25 students who are eligible to participate. To meet the different needs of our ELL students, we will categorize ELL students by their level of proficiency of the English language as well as grade level. The program will consist of the same students on both days from grades 1-5 for the duration of the program. Tuesdays will be taught by a Common Branch Teacher with a focus on content instruction and guided reading. Thursdays will be taught by a certified ESL teacher with a focus on ESL strategies and methodologies. Saturday Academy will focus on Cognitive Academic Language Learning so ELL students are able to comprehend and understand content area material with success. Students will receive content instruction as well as English Language Development on a continuous level.

Instruction will be two days a week for 1 1/2 hours each day. It will begin at 2:40 and end at 4:10. The Saturday Academy will be taught by the ESL teacher and will meet for 3 hours. It will begin at 9:00 a.m. and end at 12:00 noon. The program will begin in November and continue through April.

- It will utilize English instruction and materials that provide native language support.

- For 2014- 2015 we want to purchase 5 IPADS. This will allow for a multi-sensory approach of learning for all ELL students. The IPADS will increase student engagement and motivation as well as access to information and tools to support a project-based learning environment.

We will also purchase subscriptions for RAZ KIDS and Brain Pop Jr., Brain Pop ESL and Brain Pop Spanish. For 2014-21015 we want to purchase Fountas and Pinnell Leveled Literacy Intervention. This program will provide supplementary literacy intervention and provide powerful, and small-group instruction for our ELL studnets. It will help students expand their knowledge of language and words and how they work. The goal of this literacy program is to bring students to grade level achievement in reading. These materials will be purchased exclusively for the Title III program.

## 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

### Part C: Professional Development

- name of provider

Begin description here: \_

The school community of P.S. 160 will be updated on ESL methodologies, policies, testing and testing accomodations. The ESL teacher will conduct professional development activities for school staff during professional development days as well as grade conferences at least once a month. Network meetings that are attended by the ESL teacher are turn-keyed to the entire staff about the information presented. The teachers of the Title III program will meet on theto go over and review instructional objectives and goals for each student.

- Professional Development:

- November 2014:

Building Academic Language Proficiency - Strategies to increase academic vocabulary

- December 2014:

Common Core Challenge for ELL's

- January 2015:

Appropriate instructional supports to make grade-level work comprehensible

- March 2015:

Academic Text, Talk, Tasks - Building Strong Language and LiteracySkills for the CCSS"

April 2015:

Preparing ELL's with Test Taking Strategies

### 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: \_

There will be monthly workshops for parents of ELL students. These workshops will include topics such as ELA and NYS Math Test Taking Strategies, All About The ELA and NYS Math Exams, Common Core State Standards and Academic Language in the ESL classroom. Parents will receive brochures as well as a schedule about upcoming workshops. The brochures and letters will be translated into native languages. The workshops will be conducted by a certified ESL teacher, Common Branch Teacher as well as our Parent Coordinator.

- Workshops:

October 2014: Homework Strategies

November 2014: Common Core Curriculum

December 2014: Knowing Parental Resources in School and Community

**Part D: Parental Engagement Activities**

[January 2014: Information about The ELA and NYS Math Exams](#)

[February 2015: Family Reading in Native Language and English](#)

[April 2015: Multicultural Fair](#)

**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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>28</b>	Borough <b>Queens</b>	School Number <b>160</b>
School Name <b>Walter Francis Bishop Elementary School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Mrs. Hicks</b>	Assistant Principal <b>Mrs.Place/Mrs. Bender</b>
Coach <b>A. Lubin</b>	Coach <b>T.Vogel</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>F. Amey</b>
Teacher/Subject Area <b>D. Lee</b>	Parent <b>Toni-Ann Green-Clair</b>
Teacher/Subject Area <b>M. Pavich</b>	Parent Coordinator <b>C. Guzman</b>
Related-Service Provider <b>C. Frangella</b>	Borough Field Support Center Staff Member
Superintendent <b>Mabel Sarduy</b>	Other (Name and Title)

### 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	<b>1</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>1</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>703</b>	Total number of ELLs	<b>42</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> 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 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

### 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):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	30	<b>Newcomers</b> (ELLs receiving service 0-3 years)	30	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	30		4	0		0				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	7	3	6	9	4	4								0
Chinese														0
Russian														0
Bengali	1	1	1	1										0
Urdu														0
Arabic			1	1										0
Haitian														0
French														0
Korean														0
Punjabi			1											0
Polish														0
Albanian														0
Other					1	1								0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	6	1		1	1									0
<b>Emerging</b> (Low Intermediate)				2										0
<b>Transitioning</b> (High Intermediate)	1		1	1		1								0
<b>Expanding</b> (Advanced)	1	3	4	4	3									0
<b>Commanding</b> (Proficient)			4	3	1	4								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

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			4	2	1	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	1			0
4					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	2		2						0
4		1							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	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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.  
 To assess the early literacy skills of English Language Learners, P.S. 160 uses Teacher's College Running Records, teacher observations and informal assessments. Running records are used to record the child's oral reading skills. It uses a set of conventions in order to provide data that will allow the teacher to evaluate the child's decoding skills, reading accuracy, comprehension and fluency. The data from the running records are analyzed and used to directly provide reading strategies needed to be in place for our ELL's as well independent reading leveled books.  
 This data will also help to create an instructional plan that best meets the needs of our ELL's. Differentiated instruction and multiple entry points across all modalities are implemented based on the individual needs of our ELL population.  
 The results from running records indicate that some of our English Language Learners have not met the benchmarks in reading. Targeted instruction is needed in the areas of phonics, higher order thinking, inferential and literal reflection of texts as well as text to self-connections.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Data patterns across all proficiency levels reveal that listening and speaking are the stronger modalities. Students are more deficient in the reading and writing modalities.  
 Data revealed from the NYSITELL indicates that students' English language proficiency skills are limited as scores were low in listening and speaking.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The information and data from the Annual Measureable Achievement Objectives (AMAO) is used to focus in on specific subgroups of our ELLs in relating to academic achievements. The data revealed allows for planning and designing specific and effective interventions for our ELLs. It also allows for the design of effective instructional programs. The AMAO tool helps design targeted data driven instructional programs that would best impact student learning.  
 The AMAO 2 indicator has been met because of the percentage of students who have achieved English language proficiency.
- For each program, answer the following:

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

Students in kindergarten through second grade had the weakest scores on the reading subtest. In grades three through five the writing subtest was the weakest modality.

Periodic Assessments for English Language Learners provide important data for planning instruction. The assessments provide teachers with detailed information about the student's needs in English language development as well as their strengths. The data ascertained is analyzed and therefore targeted instruction can be implemented. From the periodic assessments, English Language Learners have difficulty with conventions of grammar as well as reading.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] For English Language Learners who score below specified levels of performance on their annual English language proficiency assessment, the determination will be made on whether or not they are in need of additional support services. Data collected for English Language Learners within the Response to Intervention framework is used to serve ELL's who are at-risk for academic difficulties. It is used for prevention and early intervention based on a tiered system of instructional support. Data revealed indicates differentiated instruction is needed to meet the diverse needs of our students. Instruction for ELLs is also based on their language needs as well as understanding the language learning process of ELL's. Within the RtI framework, information is being gathered through formal and informal assessments. The data from these assessments are being interpreted and read in a nondiscriminatory way. Additional data is obtained from service providers as well as classroom teachers. Collaboration between providers and teachers is critical.
6. How do you make sure that a student's new language development is considered in instructional decisions? Informal assessments are used to provide us with the students' skills, abilities and ongoing progress of English Language Learners. Explicit instruction of academic language is used across academic content area and aligned to grade level standards. Students have access to grade-appropriate knowledge and skills by using methods such as scaffolding and incorporating their native language. Student proficiency in English is used to consider depth of usage for instructional decisions.
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?

N/A There is not a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). Observations, informal assessments, research-based assessments, along with program assessments such as those attached with the Wilson Program help to evaluate success of the current program for ELLs. This also includes TC running records, NYS exams as well as the NYSESLAT. ELL students are expected to meet their annual goals and their progress is monitored throughout the school year. Data reveals that our ELLs are advancing proficiency levels on the NYSESLAT exam.

## 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.
 

Parents complete a Home Language Identification Survey (HLIS) in the main office upon registration of their child. A licensed pedagogue supports and assists parents as they complete the survey. The pedagogue is able to make an initial determination of the child's home language. This includes an interview with the student as well as the parent to determine the student's home language. The completed home language surveys are placed in the student's cumulative folder. The pedagogues assigned for the interview process include coaches, ENL teacher and curriculum specialist. An ENL teacher is available to answer any questions that the parents may have. If a parent speaks Spanish only, our parent coordinator helps to translate during the interview process. If there is a language that we are unable to translate, we use the DOE translation services to help assist us with the interview process.

If the home language identification survey indicates that the child is eligible for program due to a language other than English is spoken in the child's home, the child is therefore administered the NYSITELL within the first 10 days of their enrollment in school. This is to determine their language proficiency level. For newly enrolled ELL'S whose home language is Spanish, they are administered a

Spanish LAB to determine language dominance. The Spanish LAB is given to these students by a licensed pedagogue who is fluent in Spanish. The Literacy Evaluation for Newcomer SIFE (LENS) is administered to measure the home-language literacy skills that SIFE students bring with them when they enter New York City schools.

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).

Students with Interrupted/Inconsistent Formal Education (SIFE) are ELL students who have attended school in the United States for less than 12 months and who have upon registration are two grade levels below in the area of literacy in their home language as well as two or more grade levels in math. SIFE determination can be made within 30 days of initial enrollment. SIFE determination is based on what the parent indicates in the section on prior schooling on their home language survey. If a SIFE determination is made, students are administered an oral interview questionnaire. Students entering school with a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish are administered the Literacy Evaluation for Newcomer SIFE test (LENS).

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).

For newly enrolled students with IEP's, eligibility to be administered the NYSITELL is determined by the Language Proficiency Team. (LPT) The Language Proficiency Team is made up of an Assistant Principal, ENL Teacher, SETTS provider and the student's parent or guardian. At each LPT meeting, a translator is present. These procedures are implemented for initial entry into school as well as reentry after two years. After the student is administered assessments in their home language and their English language development is considered, it is then decided if they have second language acquisition needs or if their disability is a factor which affects their ability to show proficiency in English. After reviewing the data and information on the student, and it is determined to be second language acquisition needs, then the NYSITELL is administered. If it is determined by the LPT team that the student does not have English language acquisition needs, they should not be administered the NYSITELL. This information is given to the principal to be reviewed. The final decision is made by the superintendent or the superintendent's designee. A decision must be made within ten school days to either reject or accept the recommendation made by the LPT team. If it is determined that the student has to take the NYSITELL, the school has an additional five days to administer the assessment..

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 students are administered the NYSITELL exam, answer documents are scanned into ATS within 10 school days of enrollment. Within 5 school days of ELL determination, parents are informed about ELL status based on results of the NYSITELL exam. In the preferred language of parents', notification letters are sent out by the ENL teacher. This includes either an entitlement letter, non-entitlement letter, as well as a continued entitlement letter.

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).

Students who have undergone the ELL Identification process are able to go through the ELL Re-identification Process if needed. This process allows parents and schools to request the ELL Identification process be administered a second time if they believe the student was misidentified as an ELL or non-ELL within 45 school days of enrollment. ELL status is reviewed upon written request from the student's parent or guardian or the student's teacher. All notification letters from this process are kept in the child's cum folder.

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.

Upon enrollment into school, parents are informed of the three instructional models which are available to them. Parents of newly enrolled ELLs are informed of these models and options. This is done with a parent orientation facilitated by the ENL teacher where the parents view the parent orientation video in which the three program options are explained. Parents view this video in their native language. At the parent orientation, staff members are present, attendance is recorded and translators are present. The parent orientation includes information on assessments, Common Core Learning Standards, curriculum and expectations for English Language Learners.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Once parents are informed of all three program models, they are provided with a Parent Survey and Program Selection Form. This form is given to them in their preferred language. On the form, parents indicate their program choice. The Parent Survey and Program Selection Form must be signed and completed. The form must be returned within 5 school calendar days. If the form is not returned to school within the 5 school days, the student is then placed in a bilingual classroom. If a bilingual classroom does not exist, the student is placed in ENL.

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

The school monitors the Parent Survey and Program Selection Forms by documenting all attempts made to gather and receive back parent selection preferences. All efforts are made to ensure that parents complete and return Parent Survey and Program Selection Forms. Any attempt to reach a parent is documented and tracked.

9. Describe how your school ensures that placement parent notification letters are distributed.  
When the student's program placement has been determined, parents receive placement notification letters in their preferred language. The letter indicates the program that their child has been placed in.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The HLIS, non-entitlement letter and entitlement letters are kept in the student's cumulative folder.
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.  
The NYSESLAT is used to determine the ELL's achievement and proficiency in English. It is a mandated test for all English Language Learners. Based on the NYSESLAT, student proficiency levels in English are classified as entering, emerging, transitioning, expanding and commanding. Students are administered all of the sections of the New York State English as a Second Language Achievement Test. The results are used to provide the required amount of ESL and English Language Arts instruction under Part 154 of the Regulations of Commissioner of Education. The ENL teacher is familiar with different ATS reports containing important information about each child. All information is reviewed for accuracy and a checklist is kept by the ENL teacher with an updated list of current ELL students. This ensures that all ELLs will be administered all sections of the NYSESLAT exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
ELLs are tested each spring in order to evaluate their English proficiency. ELLs take the New York State English as a Second Language Achievement Test. The NYSESLAT determines whether or not the student will continue with their ELL status. Parents receive Continued Entitlement Letters if their child is going to continue to be entitled to ELL services. These letters are sent out to parents at the start of the school year. Letters are sent in the parent's preferred language.
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).  
After reviewing the Parent Survey and Program Selection forms for the past few years, records show the trend in program choices. Parents have selected the Freestanding English as a New Language Program as their preferred choice. Majority of our parents are requesting that their children receive their instruction only in English. This trend has been consistent over the past few years. The program model offered in our school is aligned with parent requests.

## 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. 160 implements a Freestanding English as a New Language Program. The program focuses on providing instruction in English while providing home language support to emphasize English language acquisition.  
The two types of ENL are a Stand- alone ENL program as well as an integrated program. Stand-alone ENL instruction is to help ELL students develop English language skills in order to succeed in their core content subject areas. The integrated ENL program is instruction given to the ELL student to help build their English language skills through content area instruction. This program is delivered by a certified ENL teacher and a certified content area teacher. Content area instruction is taught using various ENL strategies.
- b. TBE program. *If applicable.*  
N/A
- c. DL program. *If applicable.*  
N/A

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)?

Instructional minutes are provided according to the proficiency levels for ELLs based on their results from the NYSITELL and NYSESLAT. Beginner/ Entering students and Low Intermediate/ Emerging students receive 360 minutes a week. Intermediate/Transitioning students and Advanced/ Expanding students receive 180 minutes a week. Students who are Proficient/Commanding receive 90 minutes of integrated ENL or ELA.

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.

For each program model, content area instruction is delivered to build English language skills while using different ENL strategies. The focus of our ELL program is to enhance student understanding of English while at the same time learning classroom content. Content areas and thematic units are delivered throughout each program model. Language is not taught in isolation, but rather within the content areas. This allows for ELLs to be supported through both language development and support for content instruction in their native language. To meet the demands of the Common Core Learning Standards students are presented with cognitive academic language within language and literacy instruction. Visual aides including pictures, picture books and usage of technology including promethean board lessons are crucial in supplying scaffolded instruction for multiple entry points.

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

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

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

ELLs are evaluated across all modalities; reading, listening, speaking, and writing. Instruction is delivered across content areas at different language proficiency levels and grades. Assessments at all grade levels are given so teachers are able to have in-depth information about students' language development across the modalities of speaking, writing, reading, and listening.

6. How do you differentiate instruction for 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

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

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

Long-term ELL students will receive continued transitional support. For these students, there will be emphasis on academic vocabulary in both spoken and written form through language enrichment. Long-term ELL students receive instruction focused on reading comprehension and writing. Students who reached proficiency on the NYSESLAT, continue to receive support from their classroom teacher. This is done as part of the extended day program or small group tutoring during the professional prep period.

ELL students who were tested and are classified as Commanding are still given additional time for standardized testing for two more years. These students also receive 90 minutes of instruction a week.

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.

Students re-identified as ELL or non-ELL based upon the re-identification appeal within 45 days of their enrollment, will not be academically affected by this process. The principal reviews the re-identification process and consults with a staff member as well as the parent or guardian. If the principal, based on the recommendation of the staff member and consultation with the parent or guardian believe that the student may have been adversely affected by the determination, the principal will provide additional support services to the student. The principal may also reverse the determination within this same 6 to 12 month period.

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?

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

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?

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

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

**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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

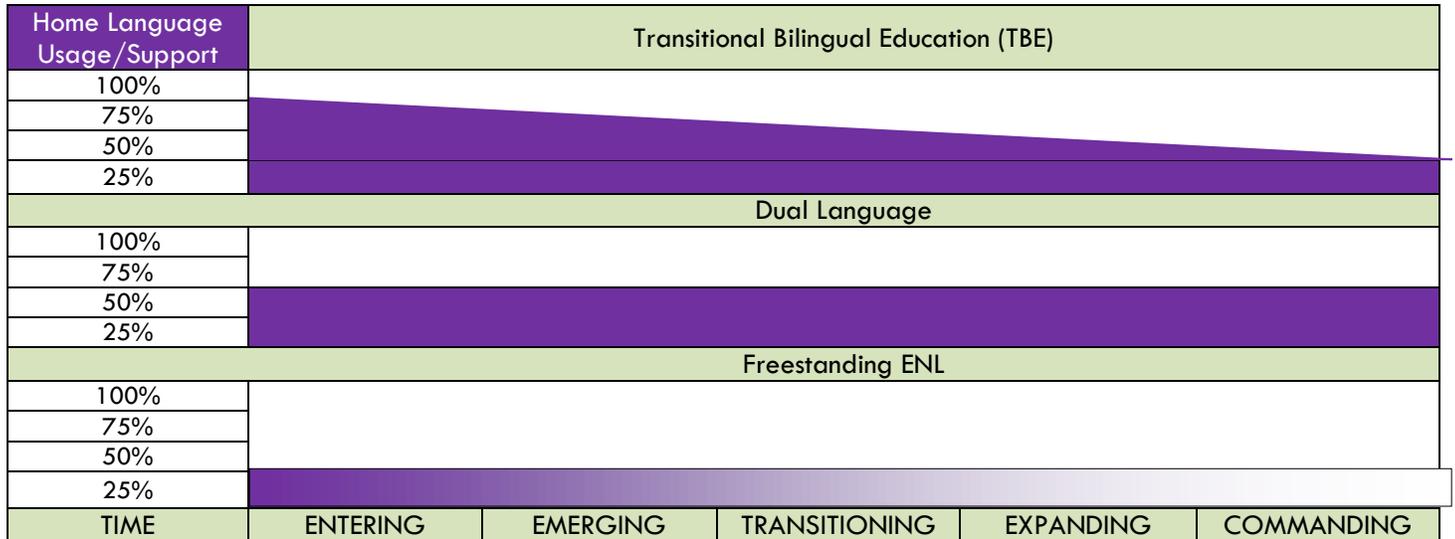


\*Note “other approved services” does not apply to New York City at this time.

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.  
Interventions for ELLs are during independent reading time, (At Risk) services and an afterschool program. ELL students who are identified as at risk, are provided with individualized and small group instruction in content areas as needed, in order to strengthen the knowledge of content related materials for these ELLs. Services also focus on explicitly teaching academic language across all content areas. When possible, the native language of ELLs is used to clarify and reinforce key concepts in content area instruction.  
Targeted intervention programs for ELLs in English Language Arts and Math are for ELLs in need of these services. For ELLs in need of testing support, we make sure they attend an After School Program. The After School Program will focus on different ESL strategies, content area instruction and math methodologies.  
ELLs who have reached proficiency on the NYSESLAT, are given continued support in their classroom. Some of these students are paired with newcomer ELLs who share the same language. Classroom teachers are made aware of these ELLs and so they can be grouped accordingly for classroom lessons and projects. We offer continued transitional support for ELL students who have reached proficiency on the NYSESLAT. These students are given extra time on the New York State Math and New York State English Language Arts Tests for the next two years. These students are also provided with extra help in reading and math as needed. Proficient ELL students are invited to extended day in the morning as well as any afterschool programs offered. Close collaboration between the ENL teacher and classroom teacher is crucial and ongoing.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current ELL program is meeting the needs of ELLs in both content and language development. It is aligned to the Common Core Learning Standards. There is a balanced approach to literacy being used to include high-quality instructional practices. ELL's need to meet the high standards set forth for them. Students receive instruction in English with native language support. The program uses ENL methodologies and instructional strategies to make content comprehensible. Lessons are rigorous to prepare ELL's for thinking critically, being able to communicate in the language of instruction and solve problems. Assessments of students are ongoing across content areas as well as language development to inform us about learning and what is being taught. Setting annual measurable goals and collecting and analyzing data help to improve areas that impact teaching.
12. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming school year we will offer interventions through Wilson Reading, Foundations and Just Words. We will also be using RAZ KIDS to support English language learners with tools, resources, and research-based strategies. The program is designed to achieve success with social and academic English. The four modalities of reading, listening, speaking, and writing resources are organized in content area topics.
13. What programs/services for ELLs will be discontinued and why?  
We do not plan on discontinuing any programs that we have in place for our ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELL's are afforded access to all school programs including intervention services and afterschool activities.
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.  
Teachers use a variety of realia, print, technology and visual media. Modifications are made based on individual student needs. Scaffolding is used for content areas and academic language to support ELL students. The Balanced Literacy Program follows the workshop model of Teachers College. It is used as well as guided reading for differentiated instruction.  
Every classroom is equipped with laptops with internet connection. As part of differentiation, teachers are using computers as part of their program and curriculum. Classrooms are equipped with Prometheum boards as well as ELMO visual projectors.  
This technology gives ELLs additional support with visual aids.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In order to assure for communication, students' native languages are taken into consideration. Students are provided with bilingual books, bilingual dictionaries as well as audio books. Translation services are available if needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Every effort is made so that ELL students are given resources to support their age and grade level such as leveled trade books that support their interests as well as ability. All ELL materials used within our ELL program are age and grade appropriate to support our ELLs in meeting Common Core Learning standards.
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).  
Presently, our school does not have any activities to assist newly enrolled students before the beginning of the school year.
19. What language electives are offered to ELLs?

N/A

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)?

N/A

## 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.)

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

The literacy coach, along with the ENL teacher have professional development workshops as well as monthly liason meetings throughout the school year. These workshops include testing procedures, promotional criteria and testing modifications for ELL students. ENL methodologies and scaffolding strategies are also demonstrated for all staff members.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

Professional Development is provided to all teachers in order to address the needs of our English Language Learners. As per CR Part 154.2, there is a minimum of 15 percent of total hours for all teachers addressing language acquisition with a focus on best practices for how to integrate language and content instruction as well as co-teaching strategies for our English Language Learners. For ENL teachers, 50 % of professional development focuses on integrating language and content instruction and aligning language acquisition with core content area instruction.

### 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?

Individual meetings with parents or guardians of ELLs are provided annually in order to discuss their child's language development progress as well as the goals of the program . A qualified interpreter or translator will be present. This meeting is in addition to parent-teacher conferences and parent orientation.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Our bilingual parent coordinator has helped to create more parental involvement. She conducts a variety of workshops that focus on test taking strategies, help with homework and ways parents can help increase their child's English language development. Parents attend a variety of workshops and assemblies throughout the school year. Workshops will begin in November to assist parents with their computer skills.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Parents attend a variety of workshops and assemblies throughout the school year. Parents are also being acquainted with Community Based Organizations which offer English as a New Language classes. District 28 has a Welcome Center which conduct workshops for parents of ELLS. Some of the information presented include learning about parental rights as well as what programs are available for their children.
5. How do you evaluate the needs of the parents?  
P.S. 160 encourages and stresses open communication between parents and school staff. Parents are given the email addresses of each staff member to continue with open communication after school hours. The parent coordinator greets parents in the morning as well as making herself available during dismissal. If a need arises, the information is given to administration. Parents of ELLS are encouraged to make frequent visits to school to address any concerns or needs that may arise. Parents may become members of the School Leadership Team as well as to become a Learning Leader. This allows for parents to have some say in school policy as well as become involved in their school community. Surveys are developed and evaluated annually.
6. How do your parental involvement activities address the needs of the parents?  
Parent Involvement is encouraged throughout the school year. Parents of ELLs attend parent teacher association meetings. They also attend parent workshops in literacy, mathematics, science and social studies. Translators are provided when necessary. Letters regarding school events and communication are written in the native language of our students. This is accomplished by utilizing members of the staff as well as community based workers. The needs of parents are vocalized during parent workshops, parent-teacher meetings and orientation sessions.

### 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.

2. Outreach is made to our ELL parents in order to ensure that their needs are being accomodated. Annual individual meetings are held with our ELL parents in addition to parent-teacher conferences and initial parent orientation meetings. These individual meetings are designed to address their child's language development as well as their language development needs in their content areas.



**School Name: Walter Francis Bishop****School DBN: 28Q160**

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)
Tiffany Hicks	Principal		10/28/15
C. Bender/C. Place	Assistant Principal		10/28/15
Christina Guzman	Parent Coordinator		10/28/15
Andrea Holland	ENL/Bilingual Teacher		10/28/15
Toni-Ann Green-Clair	Parent		10/28/15
Dominique Lee	Teacher/Subject Area		10/28/15
Maria Pavich	Teacher/Subject Area		10/28/15
Aline Lubin	Coach		10/28/15
Tiffany Vogel	Coach		10/28/15
Francis Amey	School Counselor		10/28/15
Mabel Sarduy	Superintendent		10/28/15
	Borough Field Support Center Staff Member _____		10/28/15
Cathee Frangella	Other <u>SETTS</u>		10/28/15
	Other _____		10/28/15
	Other _____		10/28/15