



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	11X160
School Name:	P.S. 160 WALT DISNEY
Principal:	LORI BAKER

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Walt Disney School School Number (DBN): 11X160
Pre-K – 5th
Grades Served: _____
School Address: 4140 Hutchinson River Parkway East, Bronx, NY 10475
Phone Number: (718) 379-5950 Fax: (719) 320-0392
School Contact Person: Lori Baker Email Address: Lbaker3@schools.nyc.gov
Principal: Lori Baker
UFT Chapter Leader: Deidre Nowak
Parents' Association President: Shekinah Sayers
SLT Chairperson: Renee Gaynor Parker
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 11 Superintendent: Meisha Ross-Porter
Superintendent's Office Address: 2750 Throop Avenue, Bronx, NY 10469
Superintendent's Email Address: Mross@schools.nyc.gov
Phone Number: (718) 519-2620 Fax: (718) 519-2626

Borough Field Support Center (BFSC)

BFSC: _____ Director: Jose Ruiz
Director's Office Address: 1250 Zerega Avenue, Bronx, NY 10462
Director's Email Address: Jruiz2@schools.nyc.gov

Phone Number: (718) 828-7776 Fax: (718) 828-3113

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Lori Baker	*Principal or Designee	
Deirdre Nowak	*UFT Chapter Leader or Designee	
Shekinah Sayers	*PA/PTA President or Designated Co-President	
Helen Concepcion	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/UFT	
Frances Dellacava	Member/ UFT	
	Member/DC37 Representative	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Morning DeBruin	Member/Parent	
Renee Gaynor Parker	Member/Parent	
Tiamber Johnson	Member/ Parent	
Rebecca Rouss	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

P.S. 160 The Walt Disney School is a Pre-K through fifth grade barrier-free school located in

Co-op City in the North East Bronx, in Community District 11. It serves a student population of 422 students. The school is centered among 15 cooperative buildings of which 90% of the students reside. P.S. 160 is co-located on the 11X160 campus with two other schools, The Equality Charter School, which is a middle school serving students in grades sixth through eighth and X168, a District 75 elementary school that serve students with special needs in grades K through 3.

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

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

Through analyzing student data, we found that on the New York State ELA exam 13% of students in 3rd grade scored levels 3 or 4, 23% of students in 4th grade scored levels 3 or 4, and 22% of students in 5th grade scored levels 3 or 4. On the New York State Math exam, 12% of 3rd grade students scored levels 3 or 4, 17% of 4th grade students scored levels 3 or 4, and 13% of 5th grade students scored levels 3 or 4. In reviewing the item analysis for the New York State ELA and New York State Math exams, we found that more than 50% of students in 3rd, 4th, and 5th grades had difficulty answering questions related to craft/structure and fractions. As a result, the school has identified an instructional focus that will assist us in preparing students for college and careers. The instructional focus is as follows: If classroom teaching strategies consistently provide multiple entry points into curricula then consistent engagement in challenging tasks will lead to the students' demonstration of the use of higher order thinking skills. School-wide, the Common Core Standards we will continue to focus our attention on, in the content area of English Language Arts are Craft/Structure, Key Ideas, and Details. In the area of Mathematics we will focus on Numbers and Operations – specifically Fractions.

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

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

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

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

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

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

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

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

11X160 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	401	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	62.5%	% Attendance Rate		93.3%
% Free Lunch	63.5%	% Reduced Lunch		12.8%
% Limited English Proficient	6.0%	% Students with Disabilities		33.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.8%	% Black or African American		55.9%
% Hispanic or Latino	35.8%	% Asian or Native Hawaiian/Pacific Islander		2.6%
% White	2.1%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.69
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.9%	Mathematics Performance at levels 3 & 4		16.5%
Science Performance at levels 3 & 4 (4th Grade)	95.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	H
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	H
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>As stated in the 2013–2014 Priority and Focus School Abbreviated Report and 2014-15 Quality Review Report, PS 160 demonstrates strength in the area of a curricula that is well aligned to common core learning standards and is promoting rigor and coherence for all learners who meet challenging task with a robust focus on English language learners and its population of students with disabilities. The next steps for school improvement include deepening the effective and purposeful process currently in place to evaluate and adjust curriculum in order to meet the assessment expectations of the common core learning standards</p>		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, through the use of adaptive, comprehensive, and rigorous curriculum such as Teacher’s College Writing, Abrams Learning Trends Phonics Program, ReadyGen, Go Math Units, Social Studies, the Arts and Science lessons that are aligned to the CCLS, there will be an increase of 10% of students, including students with disabilities and English</p>

Language Learners meeting proficient levels or making one year progress as measured by the 2015-2016 New York State ELA and New York State Mathematics assessments as well as, the NYSESLAT for English Language Learners.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The systems and structures needed in place are as follows:</p>	<p>All students in grades Pre-K - 5 including general education, students with disabilities, English Language</p>	<p>September 2015-June 2016</p>	<p>Literacy Instructional Lead, Mathematics Instructional Lead, Special Education Instructional Lead, School</p>

<ul style="list-style-type: none"> • Inquiry Teams (Grade Level, Special Education, SETSS) • Teacher Leader Professional Learning Team • Common Planning Meetings • Weekly Professional Learning Meetings • Inter-visitations • Academic Intervention/Enrichment After School Programs • English as a Second Language Services • Student access to the MyOn online Literacy Program • Student and parent access to the Skoolboo Common Core online program 	<p>Learners and students receiving Academic Intervention Services</p>		<p>Administrative Team , Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ENL Teacher</p>
<p>The strategies that will be utilized are as follows:</p> <ul style="list-style-type: none"> • Dedicated Intervention/Enrichment in each classroom for cloze reading of complex texts and/or Guided Reading; providing scaffold materials (i.e. graphic organizers, etc. (Shift 3-ELA: Read more complex text) • The development of rigorous academic tasks through the use of the Hess Cognitive Rigor Matrix and the Depth of Knowledge • Flexible scheduling for student programs when appropriate 	<p>All students in grades Pre-K - 5 including General Education, Students with Disabilities, English Language Learners and students receiving Academic Intervention Services</p>	<p>September 2015-June 2016</p>	<p>Literacy Instructional Lead, Mathematics Instructional Lead, Special Education Instructional Lead, School Administrative Team , Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ENL Teacher</p>

<ul style="list-style-type: none"> • Written teacher feedback with next steps for learning articulated to the students • Grade, class and student specific goals for learning • Students with outlines/graphic organizers to assist with writing, and Performance-Based Assessments (Shift 5-ELA: Writing from sources) • An introduction/review of vocabulary on a daily basis; using a text based vocabulary in whole/small group discussion and /or within their writing (Shift 6-ELA: Academic vocabulary) • Exposure to life sciences and social studies through the Arts, ReadyGen and/or outside teacher resources (Shift 2-ELA: Learn about the world through reading) • Students with a deep understanding and focus on the significant aspect of the standard being addressed (Shift 1 Math: Learn more about less and 4-Math: Deep understanding) • Students with multiple strategies to solve problems and encourage to choose a strategy that works best for them (Shift 5-Math Application) 			
<p>Strategies to increase parent involvement and engagement are:</p> <ul style="list-style-type: none"> • P.S. 160 Parent Academy • Parent Round Table Discussions 	<p>Parents of all students in grades Pre-K - 5 including General Education, Students with Disabilities and English Language Learners</p>	<p>September 2015-June 2016</p>	<p>Literacy Instructional Lead, Mathematics Instructional Lead, Special Education Instructional Lead, School Administrative Team, Parent Coordinator, Classroom Teachers, Cluster Teachers, Parent-Teacher Association,</p>

<ul style="list-style-type: none"> • Learning Walks • Parent Workshops • Six Week Parenting Workshops • Extended Tuesday Parent Conversations • Curriculum Week & Open School Week Class Visitations • Community Initiative Board • Monthly PTA Meetings • Phone message system • School App • School E-Chalk Website • Skedula • Meet and Greet Curriculum Nights (September and May) 			<p>Business Partners within the School Community</p>
<p>Activities that address the Capacity Framework element of Trust are:</p> <ul style="list-style-type: none"> • Monthly School Leadership Team Meetings • Monthly Teacher Leader Professional Learning Team Meetings • Teacher Common Planning Meetings • Professional Learning Meetings • Staff and Principal Consultation Meetings 	<p>Teachers of all students in grades Pre-K - 5 including General Education, Students with Disabilities, English Language Learners and students receiving Academic Intervention Services</p>	<p>September 2015-June 2016</p>	<p>Literacy Instructional Lead, Mathematics Instructional Lead, Special Education Instructional Lead, School Administrative Team , Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS,) Academic Intervention Teacher, ENL Teacher</p>

<ul style="list-style-type: none"> • PBIS Spirit Week • PBIS Celebrations, Rewards and Incentives • Quarterly PTA and administrative team meetings • Administrative Team Meeting • Professional Learning Turnkey Meetings 			
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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.											
Funding will be utilized to finance the positions of Literacy Instructional Lead and Mathematics Instructional Lead. A Special Education Instructional Lead position will also be established. Allocations funds will be used to fund a full time ENL Teacher.											
The overall school program will consist of a 7 day schedule. (Ex. Day 1, Day 2 etc.) This will provide teachers with more time to meet with their students for small group instruction.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
Progress monitoring will take place March 2016 with school created assessments based on the instructional foci.
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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

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

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	H
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E

Part 1b. Needs/Areas for Improvement:

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

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

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

Our priority needs include:

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

Part 2 – Annual Goal

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year, P.S. 160 will utilize internal and/or external resources that will build positive relationships between staff and students and will continue to implement PBIS (Positive Behavior Intervention Support Program) that will strategically collect data related to student socio-emotional needs, so as to reduce the OORS by 20%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Internal Resources</u></p> <ul style="list-style-type: none"> • Small group counseling • Individual/At-risk counseling 	<p>All students PreK-5 including English Language Learners</p> <p>SWD's (IEP students)</p>	<p>September 2015 – June 2016</p>	<p>School Administrative Team, Guidance Team, Social Worker</p> <p>Parent Coordinator,</p> <p>Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services</p>

<ul style="list-style-type: none"> • Crisis counseling • Lunch Bunch Program • Social Skills Group • PBIS Program • PBIS Check In/Check Out (Tier II) • Basketball Program • Lunchroom Incentives • Respect For All Week <ul style="list-style-type: none"> • PBIS Initiative Kick-Off/Booster Days • PBIS Monthly Rewards 			<p>Teachers (SETSS), Academic Intervention Teacher, ENL Teacher</p>
<p><u>Strategies to Increase Parent Involvement & Engagement</u></p> <ul style="list-style-type: none"> • Learning Leaders Program • Boys Town • ENACT Workshops • Local business incentives • Parent Roundtable • Tuesday Parent Engagement Sessions 		<p>September 2015 – June 2016</p>	<p>School Administrative Team, Community Member Volunteers, PTA, Boys Town Staff, ENACT personnel, CBO Community Based Organization members</p>
<p><u>Activities that Address Capacity Framework – Trust</u></p> <ul style="list-style-type: none"> • Monthly PBIS Spirit Week • Weekly PBIS Character Education Lessons • RTI Meetings (Response to Intervention) • PBIS Team Meetings • PBIS Booster Days 		<p>September 2015 – June 2016</p>	<p>School Administrative Team, Guidance, Parent Coordinator, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ENL Teacher</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.											
Funds will be utilized to finance two Guidance Counselors and one Social Worker. Materials will be purchased to enhance the Positive Behaviors and Supports System (PBIS) within the school. The school schedule will allow for the Guidance Team to push into classrooms to provide lessons on positive behavior. They will also have time scheduled to meet with small groups of students struggling with at-risk behaviors.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.											
Progress monitoring will take place in February 2016 through the review of the OORS Online Occurrence Reporting System.											
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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	H
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	H
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>As stated in the 2013-2014 Priority and Focus School Quality Review Abbreviated Report and the 2014-2015 Quality Review Report, P.S. 160’s teachers are well informed by the Danielson Framework and carefully align instructional practices for groups of students with a variety of needs and learning styles. The next steps for school improvements include to ensure further the alignment of teacher practices to the professional development activities including supports for new teachers and enhance feedback that strategically captures specific strengths and next steps which lead to improved and more meaningful student work.</p>		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, to ensure further the alignment of teacher practices to professional development activities 100% of teachers will collaborate, collect and analyze data in order to utilize instructional practices and strategies. These instructional practices will be scaffolded to accommodate the needs of all students including students with disabilities and English Language Learners which will result in the development of comprehensive lesson plans as measured by a 2 level growth in reading.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Activities/Strategies</u></p> <ul style="list-style-type: none"> • Teacher Teams • Common Planning • Inquiry • RTI • Focused professional learning conducted by school content specific staff and Generation Ready • Student Data Collection 	<p>All teachers Pre-K – 5 including General Education, Special Education, SETSS, Clusters</p>	<p>September 2015 – June 2016</p>	<p>Literacy Instructional Lead, Mathematics Instructional Lead, Special Education Instructional Lead, School Administrative Team , Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ENL Teacher</p>

<ul style="list-style-type: none"> • Curriculum Mapping 			
<p><u>Professional Learning:</u></p> <ul style="list-style-type: none"> • Generation Ready Professional Learning • DRA • Inquiry Cycles • GoMath • ReadyGen • Teacher’s College Writing • Intervisitations • Social Studies Scope and Sequence • Science Scope and Sequence <p><u>Additional Activities :</u></p> <ul style="list-style-type: none"> • Common Planning, Teacher Team and New Teacher Meetings • Mentoring Program • Grade Level Peer Instructional Learning Walks • Mock Quality Reviews 	<p>All teachers Pre-K – 5 including General Education, Special Education, SETSS, Clusters</p>	<p>September 2015 – June 2016</p>	<p>Literacy Instructional Lead, Mathematics Instructional Lead, Special Education Instructional Lead, School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ENL Teacher</p>
<p><u>Parental Involvement:</u></p> <ul style="list-style-type: none"> • Parent Teacher Conferences • Open School Week • Learning Leaders • Parent Workshops • Parent Instructional Walk-throughs 	<p>Parents of grades Pre-K – 5, students in General and Special Education</p>	<p>September 2015 – June 2016</p>	<p>Literacy Instructional Lead, Mathematics Instructional Lead, Special Education Instructional Lead, School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ENL Teacher , Parent Coordinator</p>

<u>Activities that Address the Capacity Framework - Trust</u> <ul style="list-style-type: none"> • Self-selected Intervisitations • Teacher Teams • Mentors • Inquiry Teams • Common Planning • School Community Celebrations 	All teachers Pre-K – 5 including General Education, Special	September 2015 – June 2016	Literacy Instructional Lead, Mathematics Instructional Lead, Special Education Instructional Lead, School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher
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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.											
Resources will be utilized to fund Generation Ready professional learning for the staff. The school program will allow for teachers to be covered in order to participate in intervisitations and various professional learning opportunities. The following systems will be purchased to house schoolwide data and curriculum resources: Skedula and Atlas Rubicon.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
Progress monitoring will take place in February where 80% of teachers will revise and adjust comprehensive plans that will reflect improved instructional strategies.
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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	H
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	H
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>As noted in the 2013-2014 Priority Focus School Quality Review Abbreviated Report and the 2014-2015 Quality Review Report, P.S. 160 demonstrates strength in the following :</p> <ul style="list-style-type: none"> Teaching practices that are well informed by the Danielson Framework and carefully aligned with the school’s emphasis on tasks that maximize participation through multiple entry points to challenge the full range of students and to refine students’ thinking. The administrative team continues to make strategic decisions including hiring, teacher assignments and student groupings that are well aligned with instructional goals thus ensuring that teachers’ professional responsibilities focus on instructional work that engages all students in challenging tasks. <p>Our priority needs include:</p> <p>Ensuring further the alignment of teacher practices to the professional development activities including support for new teachers and enhance feedback that strategically captures specific strengths and next steps which lead to improved and more meaningful work products.</p>		

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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will build capacity by recruiting, hiring and partnering with a variety of organizations to generate a wealth of internal and external human resources which will allow school personnel to equitably and adequately meet the academic and social needs of all students as measured by student growth/progress in interim assessments, student growth in reading levels, and improvement of student behavior which may be impeding academic/social growth.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Continue to build on collaborative work amongst teachers by conducting intervisitations, participating 	<p>Teachers of all students</p>	<p>September 2015-June 2016</p>	<p>Literacy Instructional Lead, Mathematics Instructional Lead, Special Education Instructional Lead, School</p>

<p>in Common Planning and differentiated professional learning opportunities to assist with building capacity within the teaching staff.</p> <ul style="list-style-type: none"> Teachers will participate in Inquiry Team work in an effort to refine their practice to positively impact student outcomes. 	<p>in grades Pre-K - 5 including general education, Students with Disabilities, English Language Learners and students receiving Academic Intervention Services.</p>		<p>Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ENL Teacher , Parent Coordinator, PBIS Team, Professional Learning Team</p>
<ul style="list-style-type: none"> Conduct study groups to strengthen teacher practice that is within the ineffective and developing areas on the HEDI rubric within the Danielson Framework. Assist teachers in selecting external and internal professional learning opportunities that meet their needs based on various forms of feedback. (ex. informal/formal observations, analysis of student work etc.) 	<p>Teachers of all students in grades Pre-K -5 who's practice is within the ineffective and developing areas on the HEDI rubric within the Danielson Framework.</p> <p>Including General Education, Students with Disabilities,</p>	<p>September 2015-June 2016</p>	<p>Literacy Instructional Lead, Mathematics Instructional Lead, Special Education Instructional Lead, School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ENL Teacher , Parent Coordinator, PBIS Team, Professional Learning Team, Generation Ready</p>

	English Language Learners and students receiving Academic Intervention Services.		
Strategies to increase parent involvement and engagement are: <ul style="list-style-type: none"> • P.S. 160 Parent Academy • Learning Leaders Program • Parent Round Table Discussions • Learning Walks • Parent Workshops • Six Week Parenting Workshops • Extended Tuesday Parent Conversations • Curriculum Week & Open School Week Class Visitations • Community Initiative Board • Monthly PTA Meetings • Parent Title 1 Funded Workshops 	Parents of all students in grades Pre-K - 5 including General Education, Students with Disabilities and English Language Learners.	September 2015-June 2016	School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Service Teachers, Academic Intervention Teacher, ENL Teacher Parent Coordinator, Parent-Teacher Association, Business Partners within the School Community,

<ul style="list-style-type: none"> Parent Title 1 Priority and Focus funded parent activities 			, PBIS Team, Professional Learning Team
<u>Activities that address the Capacity Framework Element of Trust</u> In an effort to increase parent involvement and engagement are: <ul style="list-style-type: none"> Monthly School Leadership Team Meetings Monthly Teacher Leader Professional Learning Team Meetings Staff and Principal Consultation Meetings PBIS Spirit Week PBIS Celebrations, Rewards and Incentives 	Teachers of all students in grades Pre-K - 5 including General Education, Students with Disabilities, English Language Learners and students	September 2015-June 2016	Literacy Instructional Lead, Mathematics Instructional Lead, Special Education Instructional Lead, School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ENL Teacher, Parent Coordinator, , PBIS Team, Professional Learning Team

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.											
Resources will be utilized to purchase systems to support the school-wide instructional program as well as, the PBIS program. Funding will be used to purchase instructional support from Generation Ready. Funding will be allocated to pay for teacher participation in PBIS training. In addition, a adjustments to the school program will be made in order to schedule coverages for teacher intervisitations. Teacher substitute coverage will be provided to allow for the attendance at professional learning opportunities.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

Strategies/activities will be revisited and adjusted for continuous improvement. In addition, a mid-point benchmark will be established specifically February, 2016. At that point of progress monitoring adjustments/revisions will be made if necessary.

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

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	H
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	H
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>As stated in the Priority and Focus School Recommendations and the 2014-2015 Quality Review Report, P.S. 160 shows strength in regularly communicating with families using multiple tools. The next steps for school improvement are:</p> <ul style="list-style-type: none"> To elicit family feedback concerning student achievement and/or needs Use multiple interactive communication paths in all pertinent languages 		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, there will be a 10% increase in parent involvement, including new parents, and interaction school-wide and individually as measured by parental participation at events, workshops, meetings, and conferences.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Activities/Strategies</u></p> <ul style="list-style-type: none"> • ENACT Parent Workshops • Postings on school website (with translation feature) • Global Connect/Blackboard phone messaging service • Flyers/notices 	<p>All Pre-K – 5 parents including new parents, fathers, parents of SWD’s , parents of English Language Learners, Guardians, Grandparents</p>	<p>September 2015 – June 2016</p>	<p>Literacy Instructional Lead, Mathematics Instructional Lead, Special Education Instructional Lead, School Administrative Team, Classroom Teachers, Cluster Teachers, Special Education Teacher Support Services Teachers (SETSS), Academic Intervention Teacher, ENL Teacher , Parent Coordinator, , PBIS Team, Professional Learning Team, CBO personnel, Learning</p>

<ul style="list-style-type: none"> • Parent calendar • PTA Meetings • Adult literacy • Curriculum Week <ul style="list-style-type: none"> • Meet and Greet Curriculum Nights (September and May) • Monthly Parent Roundtables • Parent Learning Walks • School Leadership Team • Progress Reports • Newsletter • Skedula • Parent Academies • Parenting classes • D.A.D.S Initiative • Open School Class Visitations Week • Parent surveys • Learning Leaders • Boys Town • School E-Chalk Website • School Wiz Fish App 			<p>Leaders, External Parent Support Organizations</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.											
Funding will be allocated to support workshops and instructional materials provided by ENACT and Learning Leaders. Funding will also be utilized to sustain the school E-Chalk website and to purchase the Wiz Fish school App.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.											
Progress monitoring will take place in February 2016 by reviewing workshop/meeting sign-in sheets, tear-offs, individual parent meeting sign-in sheets, in-house parent survey results developed by PTA and parent Coordinator, results from the Learning Environment Survey, Questionnaire/Reflection sheets.											
Part 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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

		<p>Direct Instruction, Guided Writing,</p> <p>Guided Practice,</p> <p>Scaffolded Support with DBQ Questioning,</p> <p>Scaffolded Support for Tier 3 Content Level Vocabulary</p>		
<p>At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>)</p>	<p>Students having difficulty with Tier 1 PBIS</p>	<p>PBIS Check In/ Check Out</p> <p>Girls Lunch Bunch</p>	<p>Small Group and 1:1 conferencing</p>	<p>Throughout the school day</p>

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

<p>Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.</p> <p>In May, preference sheets are distributed to all members of the teaching staff. On the sheet there is a question that asks teachers if they will be returning in September. If a teacher indicates that he or she will not be returning, the school will begin the recruitment process during the month before the conclusion of the school year. Possible candidate resumes are obtained through assistance from the Human Resources Director and the Open Market System. Once possible candidate's resumes are selected for interviews, the school's hiring committee convenes to conduct the interviews. The hiring team consists of teachers and the administrative team. Possible candidates must possess the following in order to be interviewed:</p> <ul style="list-style-type: none"> • A bachelor's degree from a four year institution • A valid NYS Certificate for the vacancy <p>Once candidates are interviewed their interview responses are graded using a rubric. The hiring committee then selects the candidates that they would like to conduct demonstration lessons.</p> <p>The lesson is conducted in a class on the grade level of the vacancy. The hiring committee will then make a selection based on the initial interview performance and the demonstration lesson performance.</p> <p>Once hired, new teachers (new to teaching and new to the school) are each given an in-house mentor. New teachers are required to meet with their mentors on a weekly basis. New teachers are also provided with professional development on all instructional priorities such as weekly Professional Development, inter-visitations (scheduled and self-selected), Book Studies, Teacher Leader Professional Learning Team, Teacher Team Meetings and support from the school's Instructional Leads (Literacy, Mathematics, Special Education).</p> <p>Annually, the BEDS Survey is reviewed. If a teacher is found to not be highly qualified, the teacher will be required to consider the Conversion Program where teachers certified in a non-shortage area subject can obtain certification in a shortage area subject. They will also be encouraged to take the HOUSSSE.</p> <p>Teacher retention is achieved through feedback from the observation process. The feedback will serve as a guide to assist in providing targeted professional development that lead to instructional improvements.</p>
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2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

Parents of students that are transitioning from Pre Kindergarten to Kindergarten participate in the “New Pre- K and Kindergarten Open House”. The Open House takes place during the month of January. Following the Open House, families are invited to participate in the Spring Learning Walk. During the Learning Walk, parents are provided the opportunity to visit classrooms and view instruction taking place. The Learning Walk is led by the school’s Parent Coordinator, Instructional Lead (1)/Health Coordinator, and school administration. Prior to the Learning Walk, the school data is explained to the parents by the Assistant Principal/School Data Specialist.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	227,626.00	X	11,12,15,16,18,19,21,22,23,25
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	\$2,106.00 (Parent Engagement Set-aside) \$52,343.00	X	11,12,15,16,18,19,21,22,23,25
Title II, Part A	Federal	109,794.00	X	11,12,15,16,18,19,21,22,23,25
Title III, Part A	Federal	0	N/A	N/A
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	2,390,258.00	X	11,12,15,16,18,19,21,22,23,25

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

School Parent Involvement Policy

P.S. 160

The Walt Disney School

Ms. Lori Baker, Principal

Ms. Katherine Atilas, Asst. Principal

Ms. Kwafi Gray, Parent Coordinator

School Parent Involvement Policy-

We, the administrators, staff and teachers of P.S. 160, strongly believe that educating our students is a shared responsibility to be divided between the parents and the school. We understand that the parents are the student's first teachers and that research has proven that parental involvement plays a key role in a student's academic success. In compliance with the Section 1118 of Title1, Part A of the No Child Left Behind (NCLB) Act, we have developed this policy to strengthen the connection and support of student achievement between the school and the families.

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

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

1)Planning, implementing, assessing, and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and

school performance.

2) Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school

communication, and integration of parents into professional development and

other school activities.

3) Encouraging parental involvement in the planning stages of parental programs

and activities as regulated by the Title 1, Title III, Title IV and the No Child Left

Behind legislation. This will include convening an annual meeting to:

a). Explain to parents the requirements of these laws in simple, direct and understandable terms.

b). Inform parents of the school's participation in such programs, and include them, in an organized and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation.

c). Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.

4) Informing and explaining to parents the New York City, New York State &

Federal standards students are expected to meet; how students' progress is

measured, as well as provide information regarding the Common Core

Standards curriculum currently in use at the school.

5) Informing and providing the parents with any training and materials available

for them to help them work with their children.

6) Informing parents of any resources, such as transportation and child care,

which may be available in order to allow them to attend and participate in

school events.

7) Informing them of and bring to the parents any other programs available

through community resources, which may be of use or interest to them,

whenever possible.

8) Including in its Parental Involvement Policy a School-Parent Compact, a

written agreement outlining and describing more specifically the rights, and

responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

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

1)By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions, and offer approval or rejection of proposed programs and policies. These shall include the following meetings:

- a. Monthly meetings of the general PTA membership
- b. Monthly meetings of the School Leadership Team
- c. Meetings of any standing PTA committees
- d. Meetings of any parental action committees as formed in accordance with PTA by-laws
- e. Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs such as: Our Monthly Parent Roundtable Meetings and workshops.

2)By establishing various forms of clear and consistent communication with the parents, through the distribution of flyers, the Parent 411 Newsletter, The Walt Disney website, Parent Handbook and the Global Connect Messenger system, parents will be encouraged regularly to partake in discussions about school programs, students' academic progress and behavior management.

Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through:

- a. Regular attendance of parent-teacher conferences;
- b. Reports to parents on their child's progress, e.g. Bi-weekly progress reports
- c. Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities; e.g. Learning Leaders (volunteer opportunities), Learning Walks (fall & spring), and Parental Workshops etc.

1) By providing to the parents alternate means of communicating their concerns and suggestions, including but not limited to:

- a. Parent/Teacher Connection Questionnaire
- b. An open door policy to the Parent Coordinator, Principal, and Assistant Principals e.g. Monthly Parent Roundtable meetings.

c. Extended Day Tuesdays- Parent/Teacher Conversations

2) By providing technical support, training, professional development, especially in developing leadership skills through partnerships with organizations such as Learning Leaders, CRSN, as well as our own in house instructional leads. Working in tandem with them to provide workshops in literacy, Common Core Standards, NYS ELA & Math Test Sophistication, understanding educational accountability grade curriculum and assessment expectations and training to build parents' capacity to help their children at home.

3) By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School-Compact component.

School-Parent Compact (SPC) Template

School-Parent Compact

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

The Parent/Guardian Agrees To:

- Discuss the Discipline Code and the Bill of Rights and Responsibilities with my child.
- Discuss P.S. 160’s PBIS Positive Behavior Expectations.
- Show respect for my child, his/her teacher and the school.

- Participate in parent conferences, class programs and other activities in which my child is involved.
- Support and model positive attitudes towards school and learning (by showing interest in my child's education by attending at least 3 workshops and /or PTA meetings not including the 4 Parent Teacher Conferences , reading and limiting my own TV viewing etc.)

Assure that my child arrives to school on time every day in uniform and prepared with the required supplies to work. Keep an open dialogue with my child about his/her school activities each day.

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

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

The Student Agrees To:

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

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

Tear Off

Please sign and return to school by Dec. 22, 2015.

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

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

Parent/ Guardian’s Signature Date

Students Signature Date

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

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 Ms. Lori Baker	Assistant Principal Ms. Katherine Atiles
Coach Ms. Daniella Rocco	Coach Ms. Michele Lynch
ENL (English as a New Language)/Bilingual Teacher Ms. Laurie Ann D'Onofrio	School Counselor Ms. Kathleen Flanagan
Teacher/Subject Area Natalie Scott	Parent Ms. Shekinah Sayers
Teacher/Subject Area type here	Parent Coordinator Ms. Kwafi Gray
Related-Service Provider Ms. Sheila O'Connor	Borough Field Support Center Staff Member type here
Superintendent Ms. Meisha Ross Porter	Other (Name and Title) type here

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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	423	Total number of ELLs	30	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	13
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	23	0	7	7	0	6				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL			
	ELL	EP	ELL	EP																		
SELECT ONE _____																				0	0	
SELECT ONE _____																					0	0
SELECT ONE _____																					0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
TOTAL	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	4	1	5	2	3	4								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	0	2	1									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	2	0	0	1	0								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	0	1	1	2	1								0
Emerging (Low Intermediate)	2	1	1	0	1	2								0
Transitioning (High Intermediate)	0	1	1	0	0	0								0
Expanding (Advanced)	5	2	1	1	2	1								0
Commanding (Proficient)	0	0	1	2	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	1	2	0	0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1			0
4	1				0
5	2				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		3		1					0
4						1			0
5		2							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									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.

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

The data will provide important insights about the students' literacy skills as they progress towards English reading proficiency. For example, if it is determined that ELL students are reading on DRA level 4, the instructional plan would be phonics based. The assessment data also provides information about ELLs meeting the Common Core standards. The data will drive instruction in that it will allow the teacher to design lessons based on student needs allowing for differentiation/scaffolding appropriately.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

2.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

3.

The AMAO data can be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and can determine the effectiveness of our instructional program and/or intervention for our students. Items to be analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, holdover status, SIFE status, and disability classification.. AMAO tells us if students made progress while AMAO 2 tells us if students attained proficiency. The AMAO tool yielded the following results: For AMAO 1: Data was unavailable as per the AMAO

Tool. For AMAO 2: The target for the year 2014-2015 was 15.00% with a difference of 3.29% between the target and the current status. PS 160 met AMAO 2 for the school 2014-2015. According to the AMAO Tool, 17.39% of students attained proficiency on the NYSESLAT.

The results of NYSESLAT 2015, reading and writing will affect instructional decisions. The results of the recent test call for proper planning and employing reading comprehension strategies and thorough development of writing for school year 2015-2016. The reading/writing modalities should include vocabulary enrichment. A review of the NYSESLAT results for General and Special Education students reveal that reading and writing should be further developed. Close Reading and Guided Reading instruction is an important component to assist students in building their reading skills. Modeled writing and conferring with students will assist them to build skills in organizing content and improving mechanics. Differentiated instruction will allow the ENL teacher to individualize instruction based on assessed needs. Individual student progress will be assessed every six weeks and adjustment made to instruction based on the analysis of those assessments. ENL goals for each grade and individual students are established at the beginning of the year and updated regularly.

4. For each program, answer the following:

- a. What are the patterns across 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?

4. a. The patterns across performance levels and grades is that 95% of ELL students scored level 1 on the NYS ELA which was taken in the English Language. Students were provided the opportunity to take the NYS Math and/or Science in their home language. A 4th grader took the Spanish version of the NYS Math and Science and scored a level 3 and 4 respectively. He also took the NYS ELA exam and scored a level 1.

b. The Data Specialist gives out the results and indicative performance of ELLs who took the interim tests to the ENL teacher in order to discuss their significance. The results of the Periodic Assessments are particularly useful to the classroom teacher and the ENL teacher. Results help drive instruction and focus for helping the students in their weaknesses or deficiencies such as listening to directions and listening to answer questions from a story/passage read. Those students who are alternately assessed derive experience from taking the optional Periodic Assessment in order to prepare them for the NYSESLAT. To include them again in the Periodic Assessment this year will be beneficial to them.

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*.]

#5. Data from the 2015 NYS ELA, 2015 NYS Math, 2015 NYSESLAT as well as the 2015 E.L.L. Periodic Assessment is analyzed and provided by the Data Specialist and ENL teacher and is provided to the classroom teachers. Data is disaggregated by subgroups, such as ELLs and Students with Disabilities. Based upon the 2015 NYSESLAT, 53% of the ELL students improved in Speaking, and 27% of ELL students improved in both Reading and Listening. Using these results, it was determined that the area of focus should be writing. In order to address this need, the ENL teacher will continue to implement writing strategies such as modeled and guided writing adhering to the writing process, the use of graphic organizers to plan writing, contextualizing vocabulary, exclusive brainstorming, and notetaking. These writing strategies will guide students in their writing to state a claim and provide evidence based upon the text. Classroom teachers are provided with ENL strategies by the ENL teacher and Data Specialist and incorporate those strategies through small group instruction as well as during whole group questioning. Speaking, reading and writing are the areas in which the students showed improvement. However, the ENL teacher will continue to use strategies such as close reading, read alouds using texts from multiple genres, guided reading, scaffolded retelling, and rephrasing of concepts.

P.S. 160 is a barrier-free school servicing students with special needs. Currently, there are 13 ELLs out of 30 in Special Education. Some of them have multiple handicaps who receive other mandated services, such as Adaptive Physical Education, Occupational Therapy, Physical Therapy, Speech and Guidance, while others are in functional classes on Alternate Assessment. These are the students who struggle with language acquisition and processing because of their learning disabilities, or are intellectually challenged as the case would be. Instruction is based on the Individual Education Plan (IEP). Differentiated Instruction is employed and activities are tailored according to their age, experience, abilities and skills to provide access to academic content areas and accelerate English Language development. All ELL students on Alternate Assessment are given equal opportunities to be exposed to skill/test sophistication. P.S. 160 has taken the option of administering the ELL Periodic Assessments to evaluate their progress and for preparedness for the mandated NYSESLAT.

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

#6. In order to ensure that a child's new language development is considered in instructional decisions the ENL teacher adheres to the Sheltered Instruction Observation Protocol (SIOP) which is focused instruction that contains vocabulary development with words repeatedly written, pronounced, modeled and used in context. Affective ELL strategies such as collaborative learning, multiple representations, visual, building on prior knowledge, instructional conversation and technology enriched instruction are implemented throughout instruction. Planning and meeting language objectives that align with content objectives are strategies used when making instructional decisions. Articulation with the classroom teacher and all related service providers is critical at P.S. 160 in

allowing for flexibility in scheduling, as well as monitoring the students instructional needs and progress. The ENL teacher provides ENL services to ELL SWD in both a stand-alone ENL program and integrated approach based upon students' disabilities. The ENL teacher encourages 1:1 para's or alternate placement paras to participate in supporting the ELL SWD's academic and language development. To maximize time spent with non-disabled peers who exhibit differing needs and strengths, the ENL teacher is encouraged to use student performance data from interim assessments to plan instruction and differentiate learning and teaching. The ENL teacher plans with general education teachers to ensure curricular alignment and targets grade level standards.

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?

7. N/A:

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

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

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

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

Part IV: ELL Identification Process

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

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.

#1. P.S. 160 follows the subsequent steps in identifying ELLs given in the English Language Learner Policy and Reference Guide.

a. Screening: Home Language Identification Survey (HLIS) is administered at enrollment. The NYS ENL certified teacher at P.S. 160, Laurie Ann D'Onofrio, who is a full time position, does the interview and conducts the initial screening and administering the HLIS. In order to determine eligibility to take the NYSITELL, the student and parent is interviewed both in English and the home language. If possible, student work is also reviewed.

If the ENL teacher is not available, the pupil secretary, Carol Pennacchia, with the assistance of the Data Specialist, Katherine Atilas, who is Spanish speaking, does the interview. All have been trained to properly assist parents in the completion of the HLIS. If necessary an arrangement for an outside translator in another language is made. Over-the-phone interpretation services are also available to the personnel that come into contact with limited- English- proficient parents. This service offers the ability to communicate with a parent with the assistance of an interpreter on the phone. This service is useful for overcoming language barriers with parents who cannot communicate proficiently in English. Over- the- phone interpretation services are available through the Translation and Interpretation Unit between the hours of 8 a.m. and 5 a.m., Monday through Friday, except on select holidays. To access these services, schools may call (718) 752-7373. The ENL teacher takes action by conducting an informal interview with the child and determines if the child is to be administered the NYSITELL or not. The appropriate home language is recorded on the HLIS.

b. Intial Assessment- All in-coming students who live in a home where language other than English is spoken, as confirmed by the HLIS, are tested with NYSITELL and Spanish LAB-R, where appropriate. As soon as possible, but no later than 10 days after initial enrollment, the ENL teacher, Laurie Ann D'Onofrio, will administer the NYSITELL. Parents of these potential ELLs are sent a letter of notification about their child's eligibility for testing to determine his/her language proficiency and language dominance. Students who

score Entering, Emerging, Transitioning, and Expanding are ELLs and are given Program Placement, and those who score Commanding are not. Parents are notified in writing of the results of the test administered and are invited to the Parent Orientation conducted by the school's certified ENL teacher where they are explained about the different language programs available: Transitional Biligual Program, Dual Language Program, and English as a New Language(ENL) and placement selection rights. Parents view the CD on the Parental Option and are walked through the completion of the Parent Survey and Program Selection Form. Copies of the guide to parents printed in the parent's preferred language are also given out.

c. Program Placement: Identified ELLs are placed in appropriate programs. P.S. 160 offers free standing ENL only and instructional services conducted by the certified ENL teacher named above. If parents opt for bilingual education or dual language, they are referred to another school in the district that offers it. They are assisted by the school's parent coordinator, Kwafi Gray, for consultation/ communication activities with ENL compliance officer and the principal of the school offering bilingual education. Within 45 days of the initial enrollment date, parents may appeal ENL services.

d. Annual Assessment: On an annual basis, the NYSESLAT is administered in the Spring to all ELLs in grades K-5 by the certified ENL teacher to determine progress in English proficiency. ELLs continue to receive ENL services until their scores on the NYSESLAT indicated Commanding (Proficiency). ELLs exit the program when they obtain a Commanding Score or they have achieved an Expanding score on the NYSESLAT and a level 3 on the NYS ELA exam.

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).

#2. Students with interrupted / inconsistent formal education are ELL's that have attended schools in the U.S. for less than 12 month. Upon initial enrollment in our school, the ENL teacher determines if the student is two or more years below grade level in literacy in their home language and /or 2 or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the U.S.

We have 30 school days from the initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all the above steps as outlined to identify an ELL. If there are indications within the ELL identification process that the student has had an interruption or inconsistency in the student's formal schooling we will proceed with the following:

1. administer the oral interview questionnaire which include the following information:

Personal and Language information

Benchmark 1: Family and Home Background

Benchmark 2: Educational History

Benchmark 3: Language and Literacy Practices

Benchmark 4: Other Questions that we may have

2. for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish administer the Literacy Evaluation for New Comers SIFE (LENS).

Initial SIFE status must be indicated in the DOE's data collection system no later than 30 days from initial enrollment.

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).

#3. The identification for newly enrolled students with IEPs begin with the completion of the HLIS. The ENL teacher, Laurie Ann D'Onofrio, conducts the informal interview, the intial screening and administers the HLIS. If it is determined that the student has an IEP and home language other than English, then the Language Proficiency Team (LPT) is formed to review and discuss evidence of the student's English Language Development. The Language Proficiency Team includes Katherine Atilas, Assistant Principal, Michele Lynch, the Special Education Coordinator, Laurie Ann D'Onofrio, ENL Teacher, Natalie Scott, SETSS Teacher, Sheila O'Connor related services, and the parent of the student in question. Should there be a need of interpretation services, the school will contact the Translation and Interpretation Unit at the NYC DOE. The LPT may recommend whether or not the student takes the NYSITELL based upon the evidence. If the student takes the NYSITELL, the identification process continues as with all other students. Within 5 school days of ELL determination, schools must inform parents of the NYSITELL and ELL status using the NYC DOE standard parent notification letter in the parents preferred language. The school has 10 days from the date of enrollment to administer and scan the NYSITELL and provide ELL placement. If it is recommended that the student not take the NYSITELL, the LPT's recommendation is sent to the prinicpal for review. Upon review, the principal determines if the student should or should not take the NYSITELL. If the principal determines that the student should not take the NYSITELL, the determination is sent to the superintendent or designee for review. The parent/guardian is notified within three days of the decision. Upon review, the superintendent determines whether or not the student should take the NYSITELL. If the superintendent determines that the student should not take the NYSITELL then the parent is notified and the ELL identification process terminates. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has an additional 5 school calendar days to administer the NYSITELL and to notify the parent or guardian. Overall, the timeline to accept or reject LPT

recommendation is 20 days. LPT members may refer to the ELL Policy and Reference Guide (EPRG) pp. 17 and 34 for SIFE identification.

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.
#4. Entitlement letters, such as the First Entitlement or Placement Letter, Non-Entitlement, Continuous Entitlement, No Longer Entitled, and Transfer Option are sent out in English, as well as in the parents' preferred language by Laurie Ann D'Onofrio, the ENL service provider. The tear off slips need to be returned within a week after they are first distributed and kept on file in a binder by the ENL service provider as well as on file within each ELL cumulative folder. The ENL teacher calls parents, and when necessary information is translated over the phone in the parents' preferred language. Ms. Badillo provides the translation in Spanish. If another preferred language needs to be translated the DOE's Translation and Interpretation Unit is contacted. Original copies of the parent surveys and parent selection forms are kept for filing purposes by the ENL service provider and duplicate copies are attached to the HLIS and included in the student's cumulative records in the care of the classroom teacher.
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).
5. Once a student has been determined to be an ELL, an entitlement letter is sent home in English and in the parent's preferred language by the ENL service provider, Laurie Ann D'Onofrio. The Entitlement letter is sent to the parent within five days of enrollment. This letter will include the right to appeal within 45 days. Parents of newly enrolled ELLs are also provided with a parent orientation. During the orientation parents can also be informed about the right to appeal within 45 days. The orientation must be in the language or mode of communication that the parent best understands. Ms. D'Onofrio, the ENL teacher, will contact the Translation and Interpretation Unit if an interpreter for any language that is not spoken by the school staff is needed. A student who has undergone the ELL Identification Process may go through the ELL Re-Identification Process. (Refer to the EPRG Re-Identification of ELL Status pp. 21-25.) All written notifications throughout the Re-Identification Process and relevant documents must be kept in the student's ENL binder as well as the cumulative 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.
#6. To ensure that the parents understand the program choices, parents are invited to the parent orientation conducted by the schools certified ENL teacher held within ten days from the date of admission. If available the school principal, Ms. Lori Baker, the assistant principal, Ms. Katherine Atilas, the parent coordinator, Ms. Kwafi Gray and an available Spanish speaking staff member will be present during the orientation. The ENL certified teacher, Ms. D'Onofrio explains to the parents how ELL identification and eligibility for testing are done, the levels the students will be placed based on their NYSITELL scores and the number of instructional service hours each level requires, the methodologies and form of instruction, how to exit from the program, by passing the NYSESLAT given in the Spring and how parents may participate in their child's education. Most importantly, the parents are empathetically explained the language programs available in NYC and their right of choice of what is best for their child. The CD on the parent options is shown to the parents in English /Spanish if the great number of parents present is Spanish speaking. Parents are informed that the CD is also available online at the NYC DOE website for viewing at home in the language that they prefer. Parents are guided through the parent survey and program selection form. After parent's selection, if a program other than ENL is selected as the parents' first choice, then a list is downloaded from the office of ELL's to inform the parent of schools available with their selection of choice. If the parent chose to keep their child in P.S. 160 knowing ENL is not their first choice, then the child's name will be written down on a list until the minimum number of 15 is reached, and in which case P.S. 160 is obligated to create their program of choice. Copies of the Guide to ELLs parents printed in their preferred language is distributed to parents.
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.
7. The ENL teacher and the parent coordinator invite the parents to reach them by phone or arrange an appointment for a conference if they have questions or other issues. Attendance of parents is taken and an agenda is discussed in the orientation, documented and kept on file. Parents who cannot attend the orientation that day are seen on an arranged date, or telephone conference is done and whatever transpires is documented. Parents are reminded to return the selection form without delay.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
8. The school monitors the completion and return of the Parent Surveys and Program Selection form via a checklist. This checklist can be found in a binder which will be created for every incoming ELL student. Parent Survey and Program selection forms are generally completed at the time of the parent orientation.
9. Describe how your school ensures that placement parent notification letters are distributed.
9. Ms. D'Onofrio, the ENL teacher, monitors the completion and return of the placement parent notification letter via a checklist. This checklist can be found in a binder which is created for every incoming ELL student. The placement parent notification letter will contain a tear off with the parent's signature acknowledging the placement.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
10. All documents related to ELL status for each child is contained with individual ENL binders. All notifications including entitlement letters are kept with the certified ENL teacher, Ms. D'Onofrio, and Ms. Atilas, Assistant Principal, as well as in the child's cumulative folder in which the child's teacher has access to.
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.
11. The NYSESLAT is the exam administered to all ELLs in grades K-5. The NYSESLAT consists of 4 sections (speaking, listening, reading and writing) all of which must be administered in order to generate a valid score and proficiency level. Ms. D'Onofrio, the ENL teacher, is in charge of the Administration of the NYSESLAT which runs from mid April to mid May. The first several weeks are devoted solely to administering the speaking section. The last two weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. ATS reports such as the RLAT and RNMR provide eligibility information ensuring that all ELL students will be administered the NYSESLAT exam. Katherine Atilas, the school's administrator, and Laurie Ann D'Onofrio, the ENL teacher, will collaborate and ensure that all ELL students are taking the correct grade band of the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
12. The certified ENL teacher, Laurie Ann D'Onofrio, is responsible for sending home parent notification letters. The Continued Entitlement Letters are sent to parents of students who continue to be entitled to ELL services based on their NYSESLAT scores. Transition letters are sent to parents of students who have exited ELL status. All notification letters are available on the DOE website and are sent home via student backpack. Letters should be sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student is entitled. Letters are sent in the preferred language of the parent. All documents related to ELL status for each child is contained within the student's individual ENL binder, as well as in the student's cumulative folder.
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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).
13. After reviewing the Parent Survey and Program Selection forms for the past few years, it is evident that 99% of the parents have requested the free standing ENL program at P.S. 160. After parents viewed the CD on the parent option and the explanations of the program choices, parents still insisted on having their child stay at the school. The trend in program choices for the past three years reveals that ENL is the preferred program by parents at our school 99% of the time.

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.
1 a. The population of ELLs at P.S. 160 has reached 25 at this time of reporting, with a few students from each class K-5. The ENL service provider delivers the Freestanding ENL as both a stand-alone model, and an integrated approach. AS per CR Part 154, P.S. 160 provides 2 types of ENL:
 1. Stand-alone ENL is the instruction to develop English language skills so that students can succeed in core content courses. At P.S. 160 it is delivered by the certified ENL teacher, Ms. D'Onofrio.
 2. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by Ms. D'Onofrio, a dually certified teacher (ENL and content area). All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL. The ENL provider delivers the stand-alone model as a heterogeneous group or mixed proficiency levels of students.
 - 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)?
- # 2 a. ELLs in grades K-5 in both General Education and Special Education are grouped in consideration of their grade level and level of proficiency. They are served with the mandated instructional units required as per CR Part 154.2: P.S. 160 students who are at the Entering proficiency level will receive 2 units of study per week (360 min.) The students will receive 1 unit of study (180 min.) of stand-alone ENL and 1 unit of study in ENL/ELA (180 min.) Students who are at the Emerging proficiency level will also receive 2 units of study in ENL instruction. At the Emerging Level students will receive .5 unit of study in ENL in the stand-alone ENL model and 1 unit of study in ENL/ELA (180min.) in the integrated ENL approach. There is flexibility at the Emerging level in that .5 unit of study can be stand-alone ENL or integrated ENL/content area (90 min.). Students at the Transitioning Level of proficiency will receive 1 unit of study per week (180 min.). These students will receive .5 unit of study in ENL/ELA (90 min.) and .5 unit of study can be stand-alone ENL or Integrated ENL/content area. Students at the Expanding Level will receive 1 unit of study per week of Integrated ENL instruction (180 min.). Former ELLs or students that have reached the Commanding Level of proficiency continue to receive services for an additional 2 years. These students require .5 units of study per week of integrated ENL in ELA or content area, or other approved services.
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.
- # 3. To ensure that ELLs meet the standards, the ENL program is aligned with the Common Core Curriculum, NYS Common Core Standards and ENL state standards. P.S. 160 is making strides to be consistent with the Common Core Learning Standards following the framework in ELA and Math to prepare the students for college. ENL methodologies such, as the SIOP Model, as well as strategies of Balanced Literacy, Balanced Mathematics, Science and Social Studies are used to ensure comprehensive growth. Balanced Literacy focuses on Reading Workshop (mini-lesson, shared reading, guided reading and independent reading), Writing Workshop (modeled writing, guiding writing, interactive writing and independent writing), and Word Work (phonemic awareness, phonics, vocabulary and comprehension). To make content comprehensible in subject areas such as social studies and science, academic vocabulary building and reading comprehension strategies are employed. Learning to write essays using document based questions is given emphasis in ENL social studies. Fourth graders who take the science test are provided activities that allow them to follow directions in performing experiments. Math vocabulary and understanding word problems are thoroughly worked on. Glossaries in social studies, science and math are utilized in the ENL classroom. Books are leveled and designated as emergent, early, and fluent in the ENL program. Also included in the ENL library are books in English and Spanish in different genres that portray a wide variety of cultural and ethnic backgrounds and are used for independent reading.
- Smartboard technology is utilized throughout instruction. Students are given ample opportunity to learn to research or gather facts/information from recommended websites. All students may use the computer to complete assigned writing activities to build technological skills, as well as keyboarding. Selected software provide an endless variety of vocabulary, comprehension, grammar and math skills within the ENL and official classrooms.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- # 4. Several students from grades 3-5 took the NYS Math exam in Spanish, Arabic and Twi. For languages that are not one of the 8 covered languages from the NYC DOE, an oral interpreter was secured. Should there be new admits to the school this year, alternate language tests and/or an oral interpreter will be provided. Sample tests in math, science, and social studies in the students language are available and utilized. Spanish and Arabic glossaries are at their disposal.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- # 5. Each ELL student receiving ENL instruction begins by meeting his/her instructional unit requirement which includes for grades K-5 the development and strengthening of language skills : listening, speaking, reading and writing on a daily basis. The Language Allocation policy will address all five goals of the Common Core Learning Standards for ENL. Each student will listen, speak, read and write in English for information and understanding for literacy response, and enjoyment and expression, as well as for critical analysis and evaluation. In addition, ELLs will listen, speak, read and write for cross cultural knowledge and understanding. All language modalities will be utilized during instruction not functioning in isolation.
6. How do you differentiate instruction for 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
- # 6. Differentiating for ELL subgroups:
- Differentiated instruction and approaches are used for all ELL subgroups. ENL instruction in all subgroups (Newcomers, SIFE Developing, Long Term and Former ELLs) consist of students participating in activities that require the following with

consideration of

their proficiency level, language acquisition, abilities and skills:

* To formulate, ask and answer questions to provide information and meaning

* To present information in clear, oral and graphic forms, apply learning strategies and make oral and written texts comprehensible

and meaningful in differentiated instruction.

* Students are encouraged to identify key elements in texts and relate these features to the students experiences.

* Students are engaged in a variety of student groupings to discuss/share experiences, ideas, information and opinions.

* Students share cross cultural experiences/ ideas with others.

a. Instructional plan for SIFE: There is one SIFE student at P.S. 160 this year. Presently the SIFE student is in a monolingual class. The classroom teacher and ENL teacher collaborate to plan instructional strategies in reading specifically in vocabulary development and close reading which is aligned to grade level content. The student receives differentiated academic intervention in ELA daily from the classroom teacher as well as from the ENL teacher.

b. Plan for newcomers and ELLs with 3 years or less: New arrivals with little or no English are placed in monolingual classes whose classroom teachers, or at least class paraprofessional are Spanish speaking. Gradually, this support is reduced. A non-threatening learning environment is created for oral communication. Speaking and listening will lead to reading and writing. The classroom and ENL teachers articulate with each other to plan instruction to enable new students in making content comprehensible and to monitor their progress. ELLs who have less than 3 years are emersed in vocabulary activities to reinforce oral and writing skills. Decoding skills are emphasized. Strategies in reading comprehension are developed. There is the scaffolding of the scope of content and concepts. Students are moved toward task oriented practices where reading independently and writing for expression take root. They are supported using audio/visual/ hands on lesson activities.

c. Plan for ELLs with 4 -6 years: The ENL teacher will employ strategies so that the nature of the students' cognitive and academic demands are increased. While reading for information and understanding is important, reading for critical analysis and evaluation is also developed. Writing for different purposes is fine tuned. Reading and writing in various genres and the content areas should demonstrate growth. The performance indicators will be met through constant practice activities.

d. Plan for Long Term ELL's: The ENL teacher will utilize strategies to support ELL's in reading comprehension. The ENL teacher will use multiple representations to improve vocabulary development and provide a rich print environment. Guided reading practices will be employed to assist students further develop their English Language acquisition. Presently, we do not have long term ELL's

e. Former ELL's up to two years after exiting ELL status: Support is extended to those ELLs who exited out of the ENL program. All former ELL's up to two years after exiting ELL status must receive a minimum number of units of integrated ENL. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations.

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.

7. At P.S. 160, the principal must review the re-identification process for a student within 6-12 months. The principal will ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student and may reverse the determination within the same 6-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parents' preferred language within 10 school calendar days.

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?

8. P.S. 160 is a barrier free school servicing students with special needs. Currently there are 12 ELLs out of 25 in special education. Some of them have multiple handicaps who receive other mandated services, such as adaptive physical education, occupational therapy, physical therapy, speech and guidance while others are in functional classes on alternate assessment. These are the students who struggle with language acquisition and processing because of their learning disabilities or are intellectually challenged as the case would be. Instruction is based on the individual education plan . Differentiated instruction is employed and activities are tailored according to their age, experience, abilities and skills to provide access to academic content areas and accelerate English language development.

Chart

All ELL students on Alternate Assessment are given equal opportunities to be exposed to the periodic assessment. P.S. 160 has taken the option of administering the ELL Periodic Assessments to evaluate their progress and for preparedness for the mandated NYSESLAT .

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

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?

9. Articulation with the classroom teacher and all the related service providers is critical at P.S. 160 in allowing for flexibility in scheduling, as well as in monitoring the student's instructional needs and progress. The ENL teacher provides services to 12 SWD's in a stand alone Teprogram and integrated ENL approach based on student disabilities. The ENL teachers encourages one to one paraprofessionals or alternate placement paraprofessionals to participate in supporting the ELL SWD's academic and language development.

To maximize time spent with non-disabled peers who exhibit differing needs and strengths, the ENL teacher is encouraged to use

student performance data from interim assessments to plan instruction and differentiate learning and teaching. The ENL teacher

plans with the general education teachers to ensure curricular alignment and target grade level standards. Academic content area

instruction is taught using ENL strategies.

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)
Chart INSTRUCTIONAL TIME (MINIMUM)	<i>2 units of study per week (360 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
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	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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.

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

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

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

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

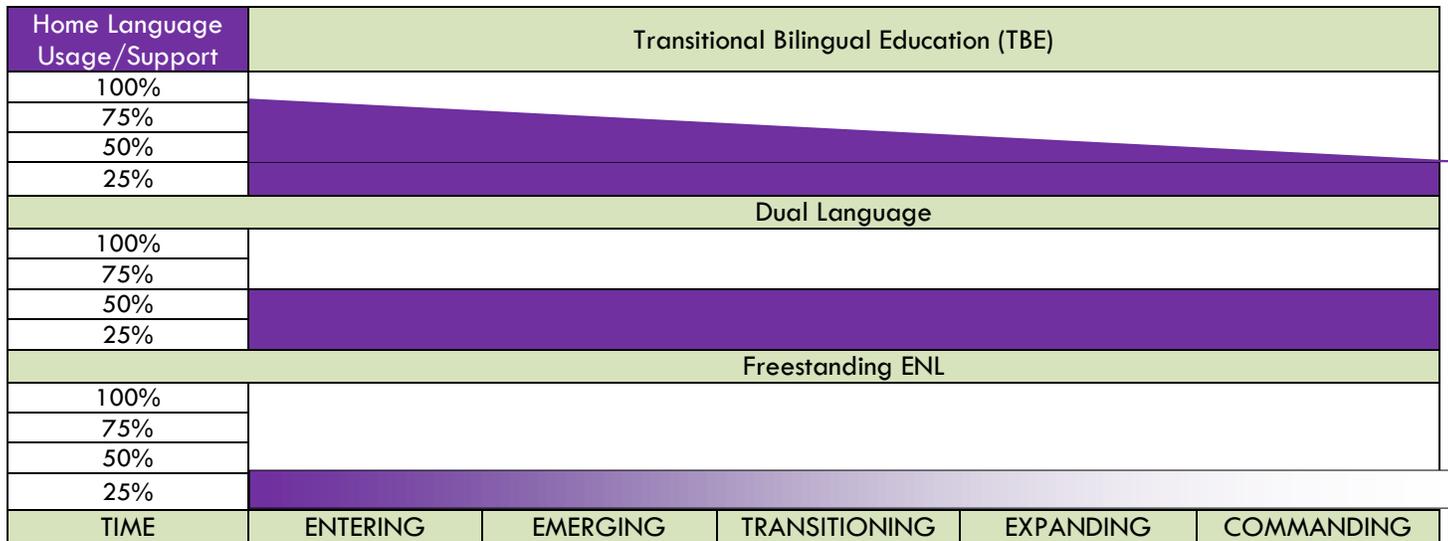


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
10. ELLs identified at risk receive the following intervention on individual and/or small group in order to meet their needs:
*Special Education Support Services (SETTS)
* Extended Time Services (ETS) in Literacy and Math
* Academic Intervention Services (AIS)
Instructional materials in the intervention programs are specific to ELA, Math, and other content areas. Some of the materials in use are: Kaplan Keys for grade K-5 in ELA and Math, and NYS Progress Coach K-5 in ELA and Math, Ready Gen, and Scaffolded Support for English Language Learners.
Transitional support is extended to those ELLs who exit out of ENL. To facilitate their transition into the mainstream curriculum, they are provided maximum help in their language comprehensive reading and writing opportunities. The ENL teacher continues to articulate with the teachers of those on the Commanding Level to encourage them to use ENL strategies in the content areas. Students on the Commanding Level are provided a minimum number of units of study per week (90 min.) of integrated ENL /ELA for up to 2 years of exiting the ENL program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. The present ENL Program at P.S. 160 is effective. This is evidence by P.S. 160 meeting AMAO 1 and AMAO 2. It meets the needs of English Language Learners in content and language development. The school's literacy program "ReadyGen" incorporates specific strategies and reading techniques designed for ELL students who may be having difficulty. "Go Math", the school's math program, also incorporates strategies and skills that are designed to assist ELLs with the content area. Data from the running records has determined that reading levels for ELL students have increased; therefore, suggesting that the programs are effective. The SIOP Model, which is used in the ENL classroom, also ensures the alignment of both content objectives and language objectives which are met throughout each lesson taught. According to data received from the ENL Periodic Assessments Spring 2015, many ENL students showed growth in the 4 modalities of Reading, Writing, Speaking and Listening.
12. What new programs or improvements will be considered for the upcoming school year?
12. P.S. 160 will continue to assess students in determining their needs to create programs to support all our ELLs/SWDs. An integrated ENL approach will also ensure the alignment of NYS Common Core Standards and ENL State Standards for all ELLs.
13. What programs/services for ELLs will be discontinued and why?
13. No program will be discontinued for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. ELLs are afforded equal access to all school programs. The services and resources correspond to ELLs' ages and grade levels. The following are the supplemental services offered that ELLs participate in:
* ELA and Math -After School Program- held on Mondays from 2:20-4:40 for Grades 3-5
* Special Education Teacher Support Services (SETTS) for Grades 1-5
* Extended Time Sessions in Literacy and Math for Grades K-5 on Tuesdays and Wednesdays from 2:20- 3:10
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.
15. Books and Materials used in the ENL Program assist ELLs in all levels in reaching the academic levels expected in the standards.
*Books for Literacy are appropriate and designated Emergent, Early, and Fluent.
*Empire State NYSESLAT- Continental Press
*Finish Line in ELA/ Reading – Continental Press
* Fiction/ Nonfiction class libraries
*Finish Line in Math – Continental Press
In the past few years Title III gave an allotted amount for books and materials that our school purchased for ELLs including software for reading and vocabulary. Also included in the ENL classroom are books in Spanish in different genres that portray a wide variety of cultural experience and ethnic backgrounds. These books are mostly used for guided and independent reading. These are specifically helpful in supporting student's native language. They are also available on loan for students to take home. Smartboard technology is utilized throughout instruction. Students are given ample opportunity to learn to research or gather facts/information from recommended websites. All students may use the computer to complete assigned writing activities to build technological skills, as well as keyboarding. Selected software provide an endless variety of vocabulary, comprehension, grammar and math skills within the ENL and official classrooms.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
16. The ENL Program supports Home language to all ELL students. New arrivals that have little to no English are placed in monolingual classes with Spanish-speaking support. This helps the students feel comfortable in the new setting and they are given support in their home language. Gradually, this support is reduced. A non-threatening environment is created for oral

communication. The classroom teacher and ENL teacher articulate with each other to plan instruction to enable the new students make content comprehensible and to monitor progress. Also included in the ENL classroom are books in Spanish in different genres that portray a wide variety of cultural experience and ethnic backgrounds. Cultural books are mostly used for guided and independent reading. These are specifically helpful in supporting students' native language. They are also available on loan for students to take home. Smartboard technology is utilized throughout instruction. Students are given ample opportunity to learn to research or gather facts/information from recommended websites. All students may use the computer to complete assigned writing activities to build technological skills, as well as keyboarding. Selected software provide an endless variety of vocabulary, comprehension, grammar and math skills within the ENL and official classroom.

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

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

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).

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

1. Becoming familiar with the environment by taking a tour of the school
2. The assignment of a class buddy
3. Building a rapport with staff member who speak their native language
4. Expressing their feelings regarding their new environment using all four modalities

19. What language electives are offered to ELLs?

19. No language objectives are offered to ELLs at P.S. 160.

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)?

20. N/A to P.S. 160

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.)
1. P.S. 160 will provide professional development to all teachers and administrators that specifically address the needs of English language learners. Ms. D'Onofrio, the certified ENL teacher will provide the professional development. A minimum of fifteen percent of the required professional development hours for all teachers will be dedicated to language acquisition, including a focus on integrating language and content instruction for English language learners within all content areas. Professional development for teachers will occur every fourth Thursday of each month. The following dates have been set aside for ELL PD: 11/3/15, 12/17/15, 1/28/16, 2/25/16, 3/31/16, 4/21/16, and 5/26/17. For the English as a new language teacher, a minimum of fifty percent of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners within all content areas. The ENL teacher will attend two professional development sessions per month provided by the Office of English Language Learners.
All teachers and paraprofessionals are given formal and informal training as to the nature of working with ELLs. This is accomplished through grade level, individual conferencing, and articulation with teachers, and designated workshop days as well as attending courses or seminars to complete the required hours of ENL training. Teachers are made aware of testing modifications and promotional criteria for ELLs. Secretaries and the parent coordinator also receive professional development regarding their role in assisting ELLs and their parents.
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?
2. The ENL teacher and classroom teachers attend training, workshops, and seminars conducted by The Office of English Language Learners and recommended by the principal. Each week The Office of English Language Learners and Student Support sends out the latest e-blast informing administrators and ENL teachers of the News and Opportunities for educators of ELLs. Professional Development for teachers of ELLs have included, but are not limited to:
 1. Response to Intervention and the Work of the Multidisciplinary Team
 2. Close Reading for English Language Learners
 3. Building a Strong and Effective Tier I Reading Instruction for English Language Learners in the Responsive to Intervention Framework
 4. Scoring the NYSESLAT Training Workshop
 5. Collaborative-Co-Teaching: Integrating Content and Language Instruction
 6. Aligning ENL Curriculum with The NYS Common Core Curriculum and Common Core Standards
 7. ENL Strategies on Integrating Language and Content Instruction for English Language Learners
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. The cognitive and academic demands for the Fifth Grade ELLs who are nearing middle school are increased. The ENL teacher plans instruction and provides support to classroom teachers that will work best for the ELLs. It is essential that not only reading for information and understanding along with reading for critical analysis and evaluation be developed. Close reading opportunities are increased to allow for deeper understanding of academic language and comprehension skills. Opportunities for writing for different purposes that call for appropriate vocabulary and proper mechanics are given. Reading and writing in various genres and the content areas are fine-tuned. Test-taking skills are developed.
The school leadership and Guidance Counselors plan actions, with the cooperation of the Parent Coordinator and teachers to hold assemblies to support all students, including ELL students, in their transition from elementary to middle school. Assemblies are held to watch videos about the middle schools in our area, as well as to conduct a questions/answers session in regard to any concerns they may have. Students also attend Open Houses organized by the Middle Schools and complete Middle School Choice Applications to select schools based on their interest. Guidance counselors work closely with the students and their parents in order to choose an appropriate middle school for their child and to help with transitioning.
4. 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.
4. P.S. 160 has regularly scheduled professional learning time on Thursdays from 2:20PM - 3:15PM. As referred to in the EPRG-Professional Development p.48 staff members will receive a minimum of 15% of the required professional development hours for all teachers from the the certified ENL teacher, Ms. D'Onofrio. The professional development will be dedicated to language acquisition, including best practices for co-teaching strategies and integrating language and content instruction for English Language learners. Ms. D'Onofrio will receive a minimum of 50% of the required professional development hours dedicated to language acquisition in alignment with core content and instruction. Ms. D'Onofrio will attend professional development facilitated by the Office of English Language Learners twice per month. All records and proof of professional development will be maintained in the

teachers' professional development binders. Professional development hours are approved by administration, Ms. Lori Baker, Principal, and Ms. Katherine Atilas, Assistant Principal, and agendas are kept on file in the main office as proof of attendance. Turnkey meetings are also scheduled with administration if the professional development did not occur within the school building.

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?

1. The ENL teacher will individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings/phone calls or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. At P.S. 160 the Principal determines the manner and form of individual parent meetings, in accordance with collective bargaining agreements.

At P.S. 160 there is continuous dialogue between the parent/guardian, parent coordinator, and the ENL teacher in order to get feedback in which areas parents feel their children need help, while at the same time giving insight on how parents can be helped. Parents of ELLs are encouraged to attend Parent Monthly Roundtable, and if necessary, a language interpreter is made available to listen to their concerns and issues.

Parent- Outreach Weekly phone calls held on Tuesdays 2:20- 3:10 are held throughout the year to inform individual parents of their child's progress or to address weekly concerns the ENL teacher may have or positive feedback from the ENL teacher. An interpreter will be available for Spanish speaking parents.

Once a month the ENL teacher sends home a progress report informing parents of their child's progress. Parents are asked to sign and return their child's report and it is kept in the students' ENL cumulative binder. Parents are encouraged to comment on the monthly progress report ensuring ongoing communication between the parents and the ENL teacher.

2. See Response Below for Question #2

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. Schools must notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages). After parents are informed of all three program models at the parent orientation, schools must provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. The ENL teacher must document and include attempts to gather initial parent selection preference; documentation should be maintained in each ELL students' cumulative binder/folder. At P.S. 160 the Pupil Secretary is responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at the school. The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

Once a month the ENL teacher sends home a progress report informing parents of their child's progress. Parents are asked to sign and return their child's report and it is kept in the students' ENL cumulative binder. Parents are encouraged to comment on the monthly progress report ensuring ongoing communication between the parents and the ENL teacher.

The ENL teacher will individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings/phone calls or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. At P.S. 160 the Principal determines the manner and form of individual parent meetings, in accordance with collective bargaining agreements. The ENL teacher records attendance using existing procedures.

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.

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

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

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

- * Parent Association
- * School Leadership Team
- * I.E.P. Conferences
- * Parent-Teacher Conferences
- * Parents' Meetings and Workshops(conducted by the parent coordinator or Literacy /Math coaches)
- * ELL Parent Orientation
- * ELL Midyear Conference
- * Family Day
- * Barbeque Day and Field Day
- * Assembly programs
- * Fundraising

At P.S. 160 there is continuous dialogue between the parent/guardian, parent coordinator, and the ENL teacher in order to get feedback in which areas parents feel their children need help, while at the same time giving insight on how parents can be helped. Adult programs that offer English language instruction are also offered. Parents of ELLs are encouraged to attend Parent Monthly Roundtable, and if necessary, a language interpreter is made available to listen to their concerns and issues.

Parent-Teacher Conferences are held periodically and parents are allowed to explore the ENL classroom library where they may borrow books. Informational flyers from D.O.E. and our school are distributed addressing how the school can be of assistance in helping the parents. Some are available in different languages to best convey the message to non-English speaking parents.

The ENL teacher will individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings/phone calls or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. At P.S. 160 the Principal determines the manner and form of individual parent meetings, in accordance with collective bargaining agreements.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

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

5. How do you evaluate the needs of the parents?

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

* Dialogue between the parent/guardian, parent coordinator, and the ENL teacher to get feedback in which areas parents feel their children need help, while at the same time giving insight on how parents can be helped. Adult programs that offer English language instruction are also offered.

* Parents of ELLs are encouraged to attend Parent Monthly Round Table and if necessary, a language interpreter is made available to listen to their concerns and issues.

* Parent-Teacher Conferences are held periodically and parents are allowed to explore the ENL classroom library where they may borrow books.

* Informational flyers from D.O.E. and our school are distributed addressing how the school can be of assistance in helping the parents. Some are available in different languages to best convey the message to non-English speaking parents.

The ENL teacher will individually meet with the parents or guardians of English language learners at least once a year, in addition

to parent-teacher conferences, initial parent orientations, quarterly progress meetings/phone calls or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. At P.S. 160 the Principal determines the manner and form of individual parent meetings, in accordance with collective bargaining agreements.

6. How do your parental involvement activities address the needs of the parents?

6. On a school-wide basis P.S. 160 addresses the needs of all parents through the data received from parents' responses to school's outreach, such as, the Learning Environment Surveys, Parent Roundtable, etc. The school offers workshops and resources that help empower parents in the area of need. This is done through various organizations, such as, Learning Leaders, our network provider, Fordham University, in-house facilitators, OEM Preparedness, Westchester Square Medical Center, and Resources for Children with Special Needs, JASA Grandparent Connection, and workshops facilitated by the Parent Coordinator. Each workshop is chosen to provide parents with information and resources for necessary skills. Where needed, a language interpreter is made available.

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.

Paste response here:

Part VI: LAP Assurances

School Name: PS 160 The Walt Disney School		School DBN: 11	
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)
Ms. Lori Baker	Principal		10/29/15
Ms. Katerine Atilas	Assistant Principal		10/29/15
Ms. Kwafi Gray	Parent Coordinator		10/29/15
Ms. Laurie Ann D'Onofrio	ENL/Bilingual Teacher		10/29/15
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Ms. Daniela Rocco	Coach		10/29/15
Ms. Michele Lynch	Coach		10/29/15
Ms. Kathleen Flanagan	School Counselor		10/29/15
	Superintendent		
Ms. Lillian Ortiz	Borough Field Support Center Staff Member _____		10/29/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 11x160 **School Name: The Walt Disney School**
Superintendent: M. Ross-Porter

Before you begin, please check the following:

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

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

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

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

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

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

1. Home Language survey forms which they completed at registration.
2. Blue Emergency contact cards
3. NYC DOE parents language preferred form sent out to English Language Learners
4. ATS Reports of preferred languages: RAPL-lists parents' preferred language and the UPPG-provides preferred written and oral communication for ELLs and non ELLs.
5. Parent and Teacher Surveys: Collecting data by class

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

Based upon the above mentioned records, it was revealed that approximately:
70% prefers information/materials and notices or letters provided to parents in English only
18% prefers English and Spanish
10% prefers Spanish only
1% prefers Arabic only
1% prefers Twi only

The school administrators personnel and every classroom teacher are made aware of written and oral interpretation needs of the parents through the cumulative record cards for their class, copies of the emergency cards which states the preferred language as well as the parent handbook. The findings are shared in school newsletters, PTA functions and SLT meetings. Staff cater to their requests whenever information/ materials, notices, letters are sent out. Interpretation, with the help of school personnel who speaks any of the eight covered languages: Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish, and Urdu is provided by the school. Spanish is predominately the language spoken by limited English speaking parents of P.S. 160. This does not create any difficulties since school personnel speak the Spanish language and are able to provide written communication.

Part B: Creating a Communications Calendar

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

The following documents are typically disseminated and translated:

1. P.S. 160 Parent Handbook
2. P.S. 160 Protocol
3. Afterschool Information
4. New York State Testing Dates
5. Parent/ Teacher Conference/ Announcements
6. Various parent workshops
7. Middle school information
8. Website has translation feature
9. Various English as a New Language Documents
10. Calendar/ newsletter
11. P.S. 160 Cell Phone Policy
12. Letters from school leadership

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

P.S. 160 has 4 parent/ teacher conferences which will occur during the following months: September, November, March, and May. In September: P.S. 160 hosts a Welcome Back Family night, Welcome Back Family day, and Curriculum Week
November: Parent/Teacher conference - Report Cards and Autism night
January: ELL Parent/Teacher conference and Autism night
March: Parent/ Teacher conferences- Report Cards and Autism night
May: Parent conferences - Future grade expectations

Extended Parent Conversations- Every Tuesday, 2:20PM- 3:10PM, from September to June
Parent Round Table and Parent Learning series occur monthly
Pre-K and Kindergarten orientation occur in September and in May
Various parent workshops in curriculum and Common Core Learning Standards
Fall/ Spring Parent Academies
Annual Individual Education Plan conferences for student with special needs
English Language Learner parent orientation

Part C: Providing Language Assistance Services

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

In addition to the information materials that are centrally prepared by the Translation / Interpretation unit and made available in the eight covered languages, P.S. 160 ensures timely delivery of other written information vital to parents by sending out important materials translated in house by school staff. Written in their preferred language, parents are also instructed to obtain translation services that are available for downloading on the DOE's translation resource page. Signage in multi-lingual posters providing instruction on where to obtain written translation and interpretation service are printed and also posted in conspicuous locations in the school building.

P.S. 160 will provide translation of notices via the Translation/Interpretation unit and/or in house by school staff. Over the summer, many of the documents listed in Part B will be sent electronically to the Translation unit. Also, throughout the year, in house staff members will provide translation for notices/ letters sent home. Our school website has dual language capabilities.

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

School staff and parent volunteers will be used as oral interpreters to render spoken communication between parent and school during parent meetings and workshops. CD's in various languages that provide orientation to parents of newly enrolled English Language Learners will be made available at the session, and by telling parents to download from the DOE website. Requests for oral interpretations may be made by our school from the Translation and Interpretation unit only when a school event falls within the types of events covered, or obtained from an outside vendor when language is not among the eight covered languages.

P.S. 160 will meet identified interpretation needs via the following:

1. Staff members will call the Translation/Interpretation unit during conferences or on an as needed basis
2. In house staff members will provide interpretation services
3. During NYS testing, interpretation services for low incident languages will be provided by an outside vendor

Part D: Training Staff on Policies and Procedures

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

Staff members will be made aware of how to use the translation services and over the phone interpretation services via staff memorandum outlining the procedures listed within the NYC DOE's Translation and Interpretation Informational Brochure. Teachers will be provided this information prior to parent/teachers conferences. A scheduled professional development session exclusively on translation and interpretation will be provided for the staff.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

P.S. 160 will provide timely translation and distribution of critical communication including: Registration, standards, conduct/discipline, safety, health, placement in special education or English Language Learners academic program, transfer and discharges. The school will provide interpretation service on site and over the phone by available school personnel during regular business hours.

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

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

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

Part F: Monitoring and Quality Control

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

There are several ways in which our school gathers feedback from parents on the quality and availability of services. P.S. 160 has a Parent Coordinator who is available throughout the day to provide any assistance that parents may need. The Parent Coordinator will survey parents on an informal basis in order to provide resources. Parents are provided a parent survey during the month of April in which they are able to express their concerns or satisfaction of services provided. Parents of English Language Learners are provided with a Parent Selection form and Survey during orientation in which they can determine the services that their child will receive. On a monthly basis, parents are invited to a Parent Roundtable. During the Parent Roundtable, parents have an informal conversation with the Parent Coordinator and the administrative team to discuss any issues.