



# **DON PEDRO ALBIZU CAMPOS~ PS/MS 161**

## **2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: PS/MS 161 PEDRO ALBIZU CAMPOS**  
**ADDRESS: 499 WEST 133 STREET**  
**TELEPHONE: 212-690-5945**  
**FAX: 917-507-0524**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE .....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot.....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010 .....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM .....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) .....</b>	<b>17</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS .....</b>	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING .....</b>	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....</b>	<b>32</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>33</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 310500010161      **SCHOOL NAME:** PS/MS 161 Pedro Albizu Campos

**SCHOOL ADDRESS:** 499 WEST 133 STREET, MANHATTAN, NY, 10027

**SCHOOL TELEPHONE:** 212-690-5945      **FAX:** 917-507-0524

**SCHOOL CONTACT PERSON:** BARBARA FREEMAN      **EMAIL ADDRESS:** BFreeman6@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Peggy Girtman- Atkins

**PRINCIPAL:** BARBARA FREEMAN

**UFT CHAPTER LEADER:** Peggy Girtman- Atkins

**PARENTS' ASSOCIATION PRESIDENT:** Tanya Hamer

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 5      **CHILDREN FIRST NETWORK (CFN):** 408

**NETWORK LEADER:** LUCIUS YOUNG

**SUPERINTENDENT:** GALE REEVES

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Barbara Freeman *	Principal	
Pamela Price	Admin/CSA	
Peggy Girtman-Atkins *	UFT Chapter Leader	
Linda Sherrod	UFT Member	
Carla Espana	UFT Member	
Susan Colman	UFT Member	
Margherita Dimilta	UFT Member	
Timothy Hopkins	UFT Member	
Gabrielle DeVeaux	UFT Member	
Tanya Hamer *	PA/PTA President	
Ana Perkins	Parent	
NaTisha Ousley	Parent	
Marisol Rivera	Parent	
Patricia Pozos	Parent	

\* Core (mandatory) SLT members.



## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Our mission at PS/MS 161 is to foster in all of our students skills that will assist them to become independent thinkers, problem-solvers and lifelong learners. We provide an environment where children are an integral part of a community that holds themselves and each other to the highest standards of performance. The atmosphere permits each child, parent/guardian, and staff member to feel safe, recognized, and respected.

We are a population of 900 students, 83% Latino and 15% African American, 2% Middle Eastern population. 98% percent of our children qualify for free lunch and many receive a multitude of services and support that fall outside the realm of traditional schooling. We never allow socio economic conditions to be a source for excuses or lack of success. The only acceptable outcomes are to do whatever necessary and provide our children with the best teaching, opportunities, encouragement, and resources.

We embrace a principal and staff that recognize no limits in the potential that our students can achieve. The focus of a determined and engaged staff creates a learning environment that recognizes all learning styles, needs, and intelligences.

We are guided by data analysis. We are constantly aware of the necessity to improve student achievement as measured by standardized test scores. We continually evaluate, analyze, and assess our progress as a whole and as a grade, a class, and as individuals.

The school is organized into instructional academies consisting of unified professional development programs, a school-wide curriculum, common instructional practices and rigorous expectations of all students.

The philosophy of the Don Pedro Albizu Campos School is that we can be truly effective only when the structure of our components is shared among the students, the school community and the parents/guardian. By establishing a philosophy of education that runs harmoniously through the school and to the home unit, we create a living model of education and life-long learning.

We address every individual as one who has strengths and weaknesses and teach to those traits. We develop our staff to be the best and brightest. We have created dynamic outside partnerships to bring what we cannot supply due to limited funding. We search and apply for grants that will increase the offerings to all in our community. We are a community of pro activists.

We have cross-curricular dynamic partnerships in math and science with Colombia University's, Teachers College, and Carnegie Hall for our arts. Our physical facility boasts a year round artificial grass field and track that encourages development of the body with the mind. Our technology configuration is one of the finest in the city with over 200 computers, 2 full technology labs, computers, interactive whiteboards, document projectors in every classroom, and wireless connectivity throughout the premises. Our Library Media Center boasts open access from 6:30 a.m. until late in the closing light of day.

Over the last decade we embarked on an arduous journey that traveled from the depths of a school performing far below its capabilities, to one that is a pride of its' neighborhood, city and even nation. In the last decade we have seen continual annual increases of testing scores in English Language Arts (ELA) and Mathematics. We offer enrichment and supplementary programs and

materials that are the envy of most public and many private schools.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		P.S. 161 Pedro Albizu Campos							
<b>District:</b>	5	<b>DBN #:</b>	05M161	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	Ungraded			
<b>Enrollment:</b>		<b>Attendance: - % of days students attended*:</b>							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	38	37	36		92.3	92.6	92/1		
Kindergarten	92	92	105						
Grade 1	107	101	101	<b>Student Stability - % of Enrollment:</b>					
Grade 2	123	107	107	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	133	128	107		91.3	90.93	91.0		
Grade 4	118	149	134						
Grade 5	126	96	137	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	111	87	81	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	73		94.4	93	95.4		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		21	120	16		
Grade 12	0	0	0						
Ungraded	0	0	5	<b>Recent Immigrants - Total Number:</b>					
Total	848	797	886	(As of October 31)	2007-08	2008-09	2009-10		
					23	24	32		
<b>Special Education Enrollment:</b>		<b>Suspensions: (OSYD Reporting) - Total Number:</b>							
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	20	43	Principal Suspensions	0	1	2		
# in	40	41	33	Superintendent	2	0	2		

Collaborative Team Teaching (CTT) Classes				Suspensions			
Number all others	63	39	61				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				(As of October 31)	2007-08	2008-09	2009-10
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>		CTE Program Participants			0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	44	76	0				
# in Dual Lang. Programs	62	76	80	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	250	219	248	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	75	Number of Teachers	73	80	82
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		17	16
				Number of Educational Paraprofessionals		5	11
<b>Overage Students (# entering students overage for grade)</b>		<b>Teacher Qualifications:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	100
				% more than 2 years teaching in this school		75.3	66.3
				% more than 5 years teaching anywhere		63	52.5
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	84	74	75
American Indian or Alaska Native	0.1	0.3	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.1	92.9	93
Black or African American	14.7	13.6	12.4				
Hispanic or Latino	82.2	82.6	83.5				
Asian or Native Hawaiian/Other	1.2	1.3	2.1				

Pacific Isl.			
White	1.8	2.4	0
Multi-racial			
<b>Male</b>	52.8	51.3	52
<b>Female</b>	47.2	48.7	48

**2009-10 TITLE I STATUS**

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08
	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

**SURR School:** If yes, area(s) of SURR identification: Yes  No

**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level	Secondary Level
ELA: Y	ELA:
Math: Y	Math:
Science: Y	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	Ysh	√	-				

Limited English Proficient	√	√				
Economically Disadvantaged	√	√				
<b>Student groups making AYP in each subject</b>	6	6	1			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results - 2008-09</b>	<b>Quality Review Results - 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>
<b>Overall Score</b>	90.2	<b>Quality Statement Scores:</b>
<b>Category Scores:</b>	Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.3	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	24.4	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	47	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	7.5	Quality Statement 5: Monitor and Revise

<b>Key: AYP Status</b>	<b>Key: Quality Review Score</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Math

assessments for grades 3-6; including analysis by grade, class, student, and subgroup  
Annual NYC Progress Report

AUSSIE School Report of Accomplishments and Recommendations

New York City Department of Education Quality Review Report

New York City Department of Education Learning Environment Survey

Student Math Portfolios

Student Math Logs

Everyday Math end of unit progress checks

Everyday Math ongoing assessment: recognizing student achievement

Everyday Math ongoing assessment: informing instruction

Everyday math student self-assessments

Everyday Math student journals

Everyday Math study links

Everyday Math games

Impact Math goal setting

Impact Math pre-chapter assessments

Impact Math chapter assessments

Impact Math reflective journals

Exemplars(scaffold problem solving)

ECAM(Early Childhood Assessment in Mathematics)

Basic Number Facts Grid Interviews

Teacher developed math assessments

ATS reports

New York State Education Department's School Quality Review Initiative (SQRI)

P.S.161's Language Allocation Policy (LAP)

The following is a summary of the results of student performance on the 2010 NYS Mathematics Exam for grades 3-7

42% of grade 3 students scored a level 3 or 4 on the 2010 mathematics exam as compared to 90% on the 2009 exam.

39% of grade 4 students scored a level 3 or 4 on the 2010 mathematics exam as compared to 74% on the 2009 exam.

49% of grade 5 students scored a level 3 or 4 on the 2010 mathematics exam as compared to 90% on the 2009 exam.

33% of grade 6 students scored a level 3 or 4 on the 2010 mathematics exam as compared to 86% on the 2009 exam.

Students' needs as indicated by the analysis of the data described above, as well as the needs of the teachers as identified through observations by administrators, observations and work with math coaches, current research, and the results of teacher needs-assessment surveys drive the extensive ongoing professional development which is provided to the instructional staff. Recent professional development has focused on topics such as using writing in mathematics to develop meta-cognitive processes and differentiating instruction for process, product, or content to best meet the needs of each student. Teachers learned how to use diagnostic math interviews, such as the ECAM and Basic Number Facts Grid Interview to determine exactly what individual students know in each content strand. Additionally, teachers were taught how to use guided math instruction to address the needs identified by gathered data. Teachers were also taught a four week cycle for teaching problem solving. Teachers also worked on grouping their students as a result of examining the data and then creating differentiated student activities for math lessons taught in the workshop model. This work on differentiating instruction will be continued with an additional focus on challenging our high achieving students. Therefore, there is a math enrichment instruction group in place for fifth graders that meet twice a week and a Math Regent group in our middle school. For the middle school teachers topics also included using goal setting programs to help students set up realistic math goals and develop strategies to meet their goals. Teachers can therefore use the goal setting data as a resource for conferencing, creating activities, and recording data on student progress.

Each classroom has a math center full of a wide variety of math manipulatives and materials for math investigations and math games, as well as a library of math literature. Furthermore, each classroom in grades 1-8 is equipped with a SMART Board, a document projector, and subscriptions to educational computer programs such as River Deep, Brain Pop, and virtual manipulative resources. Additionally, we have been particularly fortunate to have two math consultants from AUSSIE working with our teachers and math coaches to help raise the level of instruction.

Differentiation of student activity of mathematics workshop model lessons by process, product or content to meet the needs of all students including special education and English Language Learners

Further development of students' ability to express connections between concepts and procedures in mathematics through discussion and writing  
Further development of students' problem solving skills and their ability to write about their thinking with regard to the math process strands  
Greater use of mathematical manipulatives, games, and technology to build mathematical concepts through experience, differentiate instruction, and make real world connections to math being studied  
Strengthen the home-school connection and further develop parents' knowledge of the math curriculum  
Provide teachers with on-going professional development opportunities related to mathematics instruction  
Introduce and familiarity with the new Common Core State Standards through introductory workshops as well as using the standards when planning, teaching, and assessing.

## Science

PS 161's Professional Development Team used a variety of methods to review the school's science program and student achievement.

The needs assessment is based on the reports and findings of the following:

- v Standardized test results, including all item analysis
- v Annual Report Card
- v New York State Education Department's School Quality Review(SQRI)
- v New York City DOE Progress Report
- v Student work folders
- v Student science notebook
- v Teacher developed assessments
- v Surveys
- v Questionnaires
- v PS 161's Language Allocation Policy
- v NYC DOE Scope and Sequence
- v Writing Standards of Common Core

The following are the standardized test results from 2008-2009 school year. On the NYS Grade 4 Elementary-Level Science Test, 74% of all students performed at proficiency level or above (Levels 3 and 4).

Findings were made available in School Wide Planning meetings, PTA meetings and sent home to parents. Individual student data was shared with parents in report cards. At-risk students, or possible holdovers in the lower academy receive small group instruction.

During grade meetings, teachers work with the data specialist who provides assistance in delving deeply in student data so that trends and patterns can be identified so root causes of performance is clearly understood and articulated. This includes addressing students with high needs academically and our ELLs so that an increase in support can be provided. The teachers use this information to drive instruction in the classroom and address needs (specific skills or areas in which students are functioning below standards). Administration used this for articulation purposes among classes/grades.

A hands-on- approach to scientific study is necessary as well as emphasizing the connection between science and literacy through language acquisition skills in science. Language is essential for effective learning, so students can articulate thoughts, description, discuss ideas, argue points of view, as well

as record and presents results. In grades 3-8, science labs will be integrated with classroom instruction during 90 minute blocks. (Fourth grade has an additional 90 minute block). Open-ended exploration activities will be an integral part of the science program. Teachers will be provided with common preparation periods in order to plan with the Lead Science Teacher. The science curriculum is integrated into other content areas such as math, social studies, and project-based learning. 35% of classroom library will contain nonfiction text, focus on science topics. Science journals are maintained during science lab lessons.

Sixth grade teachers are receiving professional development once-a-week for 16 weeks from STEM (Science, Technology, Engineering, Mathematics) provided by Teachers' College, Columbia University. In addition, to the professional development students are receiving classroom instruction from Columbia University student teachers majoring in science. Also, there is a STEM afterschool program for 17 sixth grade students beginning October 25, 2010.

This is a 16 week program.

The Middle School Science program is based currently on the NYS Standards and the NYC Scope and Sequence. Students will be involved in laboratory work-as well as extensive research.

All lessons and assessments are differentiated based on the learning style survey students completed. This gives each student an opportunity to excel based on their strengths and goals they set forth for themselves.

On-going professional development is provided to instructional staff based on requirements of the uniform curricula. Teachers are allowed to participate in professional development off site too.

Collaboration with science-rich institutions will provide additional professional development. A needs assessment is disseminated to the staff twice a year, and as a planning tool for future workshops.

There is a plethora of resources for teachers and students.

Our priorities for 2010-2011 are...

- v Students in grades K-8 to have a clear understanding of the scientific method
- v A continuance of the integration of science with math and other content areas
- v A continuance of a science block, which relates lab lessons to classroom instruction
- v Common planning among classroom teachers and Lead Science Teacher
- v School wide science fairs
- v Celebration of science in the classroom
- v Parent workshops
- v Collaborative grouping with differentiation of instruction to help to meet the needs of students with IEPs.
- v Creating innovative and engaging activities that makes use of Technology in the classroom.
- v Middle School Science
- v 7/8<sup>th</sup> grade Accelerated Science afterschool classes

## English Language Arts

The needs assessment is based the reports and findings of the following:

1. Standardized test results, including item skills analysis
2. Acuity predictive assessments
3. Annual Report Card
4. School Quality Review Initiative
5. ATS Reports
6. Teachers College Reading and Writing Project reading assessment
7. Teachers College Reading and Writing Project narrative on-demand writing assessment
8. Student work folders, notebooks, and logs
9. Student portfolios
10. Teacher developed assessment
11. Surveys
12. Questionnaires

- 13. Lab test/NYSESLAT Tests
  - 14. LAP- Language Allocation Policy
  - 15. ARIS
  - 16. ARIS Parent Link
2. Process for Reporting Needs Assessment Findings  
Summary of Needs Assessment Findings

The following are standardized test results from the 2009-2010 school year. On the New York State English Language Arts Exam 57 students scored in Level 1 by the promotional data released to schools in June. On the New York State English as a Second Language Test (NYSESLAT) for the Listening and speaking portion of the test, out of 145 students test 6 % scored in the Beginning category, 11% in the Intermediate, 46% in the Advanced and 37 % in the Proficient category. For the Reading and Writing portion of the NYSESLAT, 145 students tested 12% scored in the Beginning category, 20% in the Intermediate, 48% in the Advanced and 21 % in the Proficient category.

### 3. Implications for the Instructional Program

Using data from the Teachers College Reading and Writing Project reading and writing assessments, practice tests, Acuity predictive assessments, and other achievement data, student's current academic skills and progress were analyzed. The professional development team has provided support and assistance to teachers during grade conferences and professional development sessions, in analyzing student data so the results can help drive their classroom instruction. This data helped the staff address and identify children at risk so that the needed support can be provided. The administration used the gathered data for articulation purposes among classes/grades.

Ongoing professional development is provided to the staff based on professional development requirements, the uniform curriculum and city mandates. A needs assessment survey is disseminated and used as a planning tool for future workshops. Some of the topics included in the survey are: 1) Unit planning, 2) Strategies for working with struggling readers, 3) Word study, 4) Guided Reading, 5) Increasing the strength of reading/writing partnerships in your classroom. 6) Planning reading and writing in content areas such as social studies and science. 7) Beginning to use the Common Core State Standards during planning of instruction. These workshops will result in the improvement of instruction, as teachers incorporate strategies learned in the planning of lessons that will result in standard setting level of performance by the children.

#### A3. Process for Reporting Needs Assessment Findings-

Findings were made available in School Wide Planning (SWP) meetings and sent home to parents. Individual student data was shared with parents in quarterly reports and report cards. Since our main goal is addressing the needs of all the students, in order to ensure that all students succeed, the school has enlisted additional help from all school staff to provide extra classroom support from 2:20pm to 3:00pm in order to lower the student to teacher ratio in each class during this period. The school has also enlisted additional help from Community Based Organizations such as 1) Harlem Dowling After-School Program, 2) Graham Windham Beacon After-School Program, and 3) Say Yes to Education supplemental services.

#### Part B: Priorities for the School Year 2010-2011

The following needs have been identified as key areas that must be addressed in the coming year:

1. The use Teachers College Reading and Writing Project reading and writing assessments to identify children in K-2 who are in need of early intervention services and tutoring.

2. Encourage students' reading and writing stamina by continual analysis of reading logs, reading notebooks, and writing notebooks.
3. Incorporate additional small group work, differentiated work within and in addition to, the reading and writing workshops, such as guided reading, word study, and shared reading/writing.
4. Monitor schedules to ensure children in bilingual and dual language classes are receiving appropriate instruction and assessment in native language and ESL.
5. Implementing advisory periods for middle school students to work in small group setting to address social and academic needs.

## Special Education

### Summary of Needs Assessment Findings

A variety of methods and tools were used to review the PS/MS 161 special education program and special education students' overall academic achievement. The needs assessment is based upon the reports and findings of the following:

- Results of the 2010 NYS ELA Exam for grades 3-7; including a detailed item analysis for each special education student
- Results of the 2010 NYS Math Exam for grade 3-7; including a detailed item analysis for each special education student
- Results of the 2010 NYS Social Studies exam for all special education students in the 5<sup>th</sup> grade
- Results of the 2010 NYS Science exam for all special education students in the 4<sup>th</sup> grade
- Results of Acuity predictive and periodic assessments for grades 3-7; including analysis for each special education student
- Results of the 2010 New York State English as a Second Language Aptitude Test (NYSESLAT)
- New York City Department of Education Quality Review Report
- New York City Department of Education Learning Environment Survey
- Individual Education Programs (IEPs)
- ECAM
- Teachers College Running Records

The following is a summary of the results of student performance on the 2010 NYS ELA Exam for grades 3-7:

The percentage of special education students at proficiency (level 3 or 4) in ELA: 11%

The percentage of special education students at proficiency (level 3 or 4) in Math: 15%

The following is a summary of the results of student progress based on the 2010 NYS ELA Exam for grades 3-7:

8.7% of Self-Contained students made Exemplary Proficiency Gains in ELA

19.4% of CTT students made Exemplary Proficiency Gains in ELA

0% of SETSS students made Exemplary Proficiency Gains in ELA of Self-Contained students made Exemplary Proficiency Gains in Math

32.4% of CTT students made Exemplary Proficiency Gains in Math

16% of SETSS students made Exemplary Proficiency Gains in Math

Process for Reporting Needs Assessment Findings:

- Bi-weekly special education staff team meetings to discuss concerns about special student's needs. One specifically with the Assistant Principal to discuss more administrative elements and another one specifically with the special education coach to brainstorm differentiation ideas, strategies, concerns about particular students, collective and collaborative brainstorming, as well as analyzing of data.
- Special Education Team arranges meetings with the parent, teacher, and related service providers of each child to develop an appropriate and relevant Individual Education Program.
- Special Education Teacher and Parent of the special education child continue to meet at least three times throughout the year to discuss various methods of measurement used to assess progress as well as report progress towards student's individual goals.

#### Implications for the Instructional Program

- The current instructional program can benefit from increased and continued collaboration between all professionals including teachers, administrators, and Special Education Team.
- The current instructional program can benefit from continued professional development workshops on co-teaching including different models to suit different students' needs and co-planning strategies, as well as workshops on using technology and manipulatives to differentiate instruction.
- Increased differentiation addressing different learning styles as well as different needs throughout the classroom.
- Increased use of technology within lessons to address different modalities of learning, student engagement, and differentiated instruction. Teachers are encouraged to use their SmartBoard and Document Camera to tackle different modalities of learning across various subject areas for example, using technology for word sorts and aligning PowerPoint presentations with writing workshop lessons or to accompany Read Alouds.

□

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> • By June 2011, the percentage of students making at least one year of progress will increase by a minimum of 5 percentage points •	Provide standards-driven differentiated mathematics instruction in grades K through 8 that will support the needs of all students and enable them to meet and exceed the NYS mathematics learning standards. • By June 2011, the percentage of students making at least one year of progress will increase by a minimum of 5 percentage points • By June 2011, the percentage of students scoring levels 3 or 4 will increase by a minimum of 5 percentage points • By June 2011, the percentage of 4th grade students scoring levels 3 or 4 will increase by a minimum of 8 percentage points.
<input type="checkbox"/> By June 2011, the percentage of students achieving at or above state designated performance levels on the NYS Grade 4 Elementary-Level Science Test will increase by no less than 3%.	<input type="checkbox"/> Provide developmental standards-driven science instruction in grades K-8 that will support all students in meeting and exceeding NYS science learning standards
<input type="checkbox"/> By June 2011, the percentage of students achieving a level 3 and 4 on the NYS ELA will be increased by a minimum of 10%	<input type="checkbox"/> Provide standards-driven differentiated language arts instruction in grades K through 8 that will support the needs of all students and enable them to meet and exceed the NYS English Language Arts learning standards.
<input type="checkbox"/> Develop 2010-2011 action plan, based on updated needs assessment and School Wellness Policy created in 2009	<input type="checkbox"/> Ways to improve our school's focus on the Earth and conservation.
<input type="checkbox"/> In one year, our goal is to have a 15% increase in special education students meeting proficiency in NYS ELA and Math assessments through consistent and collaborative planning with the special education team, using data to plan and differentiate instruction, and through on-going consistent professional development.	<input type="checkbox"/> Based on the following data from last year, our goal is to support all students with special needs in grades K-8 in meeting and exceeding NYS Learning Standards



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**Mathematics**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> • By June 2011, the percentage of students making at least one year of progress will increase by a minimum of 5 percentage points •</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All teachers must differentiate their instruction to meet the needs of each child, so that all students are challenged and moving academically. This is true for all students, especially the bottom 1/3 and students who scored levels 3 &amp; 4 on the 2010 NYS exams. This differentiation should take place during student activity time of the math workshop model and during guided math instruction. Teachers will be provided with professional development sessions about analyzing data, such as ECAM results and observation notes to group students. They will also learn methods for differentiating the student activity and ideas and methods for guided math instruction. There will also be math lab-sites where teachers will practice the differentiation techniques that they have learned. Teachers will also receive professional development on teaching problem solving and the math process strands through the use of Exemplars.</p>
<p><b>Aligning Resources :Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>The professional development for teachers will be provided by the school's math coaches, as well as the AUSSIE math consultants.</p> <p style="text-align: center;"><b>Scheduled F'11 OTPS budget category Curriculum and Staff Development (011675) (72TL) (689)</b></p>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> CFN science and technology support staff, new teacher mentors, literacy, mathematics, Green theory, and technology coaches  Tax Levy, NYSTL, Title 1, PCEN  Teachers are involve in STEM Education Science, Technology, Engineering, and Mathematics (Harlem Schools Partnership TC and Engineering and Applied Science, Columbia University)  Smartboard Interactives (teacher made and web based)  FOSS (Full Option Science System)  Delta SCIS+3 kits  Seeds to Trees  AMNH</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> NYS Grade 4 Elementary Level Science Assessment  NYS Grade 8 Middle School Science Assessment  Teacher made assessments and unit tests from texts  Formal and Informal assessments  Performance task assessments  Science projects  DNA project</p>

**Subject Area**  
**(where relevant) :**

**English Language Arts**

---

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, the percentage of students achieving a level 3 and 4 on the NYS ELA will be increased by a minimum of 10%</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Teachers will use balanced literacy strategies such as read aloud, reading and writing workshop, guided reading, shared reading, interactive writing and word work to differentiate their instruction to meet the needs of the students in their class. This is true for all students, especially the bottom 1/3 and students who scored levels 3 and 4 on the 2010 NYS exams. Teachers will participate in professional development sessions that will enable them to learn</p>

	about and plan for new ways to differentiate their instruction to meet the needs of all students. Balanced literacy lab-sites run by Teachers College Reading and Writing Project staff developers will model these instructional strategies and give teachers an opportunity to practice them with their colleagues. Literacy coaches will provide ongoing support for these professional development sessions to all teachers.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Professional Development for teachers will be provided by the school's literacy coaches and also attendance at professional workshops by TCRWP on components of balance literacy and its assessments. Teachers' College staff developers are contracted to model and provide instructional hands-on support with the staff in study groups, lab sites and conferences for grades K-8, ELL and At Risk students.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

**Subject Area**  
(where relevant) :

**Green Programs**

---

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Develop 2010-2011 action plan, based on updated needs assessment and School Wellness Policy created in 2009
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <p>Assess state of school health and wellness.  Develop 2010-2011 action plan.  Integrate instruction, programming, parental involvement, periodic check-ups, and collaboration with external experts and agencies.  Target population is entire school community.  Responsible staff will be Council Members, with support of:</p> <ul style="list-style-type: none"> <li>· Parent-Teacher Association</li> </ul>

	<ul style="list-style-type: none"> <li>· Health and Guidance offices</li> <li>· Food services leadership and staff</li> </ul> <p>Department of Public Health and other external partners</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Implications for budget are minimal as no additional staffing is required; materials already exist in the school or can be created with little overhead; and additional funding, consulting, and professional development will be available through contacts at the Department of Public Health and other partner organizations.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Decrease rates of obesity and asthma.  Increase student attendance rates.  Improve behavior as measured by detention attendance and other indicators.  Presentation of healthy food workshops to parents.  Development of structured recess activity program.</p>

**Subject Area**  
**(where relevant) :**

**Special Education**

---

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> In one year, our goal is to have a 15% increase in special education students meeting proficiency in NYS ELA and Math assessments through consistent and collaborative planning with the special education team, using data to plan and differentiate instruction, and through on-going consistent professional development.</p>
--	--

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>Based on the following data from last year, our goal is to support all students with special needs in grades K-8 in meeting and exceeding NYS Learning Standards. In one year, our goal is to have a 15% increase in special education students meeting proficiency in NYS ELA and Math assessments through consistent and collaborative planning with the special education team, using data to plan and differentiate instruction, and through on-going consistent professional development.</p>
<p><b>Aligning Resources :Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Students are grouped in similarly in order to target instruction. Teachers will also use the new TC Assessment Pro to accumulate their data, analyze their data, and continue to plan their instruction around the data. Additionally, this tool will help teachers to continue to make and plan next steps whether it is a strategy group or specific literacy recommendations for each of their students.</p> <p>Based on the data gathered and analyzed from unit assessments but also through the ECAM and Booker-T profiles, teachers will create weekly guided math groups to target instruction where students need it most.</p> <p>Technology games incorporating content concepts and standards will be created to engage the students further. Our students will also have the opportunity to go on various field trips to museums, community centers, and landmarks in order to connect their classroom learning with life experiences.</p> <p>Through these enrichment opportunities, General Exploratory Activities, Group Training Activities, and Individual and Small Group Investigations of Real-Life Problems students will be engaged in enjoyable and challenging learning experiences. Enrichment Clubs will appeal to the imagination of each student keeping in mind the student's interests, abilities, and learning styles. Enrichment lessons will be interactive, have high student involvement, and will also provide an opportunity for reflection on the learning experience. Each Enrichment Club will have a focus, main goal, and linked/connected to at least one content area. Each club will also have a final project or presentation. Enrichment Clubs are encouraged to use Bloom's Taxonomy and higher order of thinking to help students to question and be reflective while immersed in their area of interest.</p> <p>In addition, teachers are will use the math assessments (ECAM and Booker Profiles) to have a more specific view of the math and number sense skills the special education students need additional work in. Finally, special education teachers have been encouraged to access and use ARIS and NYStart to have a more comprehensive view on each of their learners over periods of time.</p> <p>Some of the topics will include an overview on the various co-teaching models, using</p>

	<p>technology to differentiate instruction in mathematics and literacy, differentiating instruction looking at specific learning modalities, collaborating and lesson planning with general education teachers as well related service providers, and setting appropriate and measurable goals as special educators as well as for our special education students.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Interim assessments</li> <li>Progress towards accomplishing Individual Education Program goals.</li> <li>NYS ELA assessment</li> <li>NYS Math assessment</li> <li>Informal assessments</li> <li>Improved academic success as a result of increased days of attendance and special education services provided</li> <li>Increase in communication with parents in regards to achievement of student's annual goals.</li> <li>Increase in differentiated instruction and technology use.</li> <li>Increase in use of data to design instruction.</li> <li>Increase in overall annual progress of students identified with special needs.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	25	25	N/A	N/A	2			
1	22	22	N/A	N/A	3			2
2	15	20	N/A	N/A	5			
3	19	19	N/A	N/A	4			
4	26	26	20	18	4			
5	25	20	25	28	10			
6	15	10	25	25	4			
7	6	4	15	15	4			
8	5	6	6	6	4			
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> Services are provided to all level 1 and 2 students as well as the ELL and special education students. The literacy program for grades K-2 is Early Success, and Soar to Success for grades 3-5. The program provides services 4 days a week in a small group setting for reading instruction, that is designed to prevent further reading failure and to promote a more rounded enriched reading experience. In grade 6-8, the use of literature in small groups that follow the guided reading model to enhance higher order thinking skills. These services are provided during the school day using the push in model with designated AIS staff.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Level 1 and level 2 students along with ELL students are serviced. Options is the math program that builds a strong foundation of math skills, word problems and math strategies. The program is taught in small groups during the school day</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Utilizing test preparation that presents lessons that meet the NYS Science Standards covering: science vocabulary, math analysis and science inquire. The lessons are done 3-4 days a week, follow the small group push in model.</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> Utilizing previous NYS DBQ Social Studies materials to teach and/ or reinforce the following reading and writing skills. A – comprehension strands such as main idea; finding details, drawing inferences; and meaning in context . B – analyzing documents texts pictures, charts, and maps. C – structuring written responses. D – following directions.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> The guidance department provides support services to AIS students who demonstrate a need for counseling intervention. The guidance department’s services consist of IEP Team, SAPIS. These services are designed to help students with difficulty functioning at home and in the classroom, in areas of attendance, conflict resolution, initial referrals to special education evaluation, and to outside preventive agencies.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> The psychologist will complete evaluative process for students that have been referred due to academic delays and/or speech impairments. The evaluation information is compiled using various tests, teacher (s) input and parent (s ) interviews.</p>

<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> The social worker will assist in the evaluation of students that have been referred to the ISC team. These students have demonstrated academic delay, behavioral/emotions problems in their present setting or at home. This is done through observation of the student, interview of the teacher (s) and parent (s)
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> N/A

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**K-8th**

**Number of Students to be Served:**

**LEP 321**

**Non-LEP 575**

**Number of Teachers 85**

**Other Staff (Specify) Administrators- 5 Paraprofessionals- 13**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

PS/MS 161, a K-8<sup>th</sup> grade school, provides Dual Language and ESL instruction for students who speak Spanish, Arabic, and several dialects from countries in Mexico and Africa.

### *Dual Language Program*

This year there will be seven (7) Dual Language classes Kg.-6<sup>th</sup> grade implementing the self-contained model. Each class will have 20-28 children.

- Classes are comprised of 50% EP and 50% ELL students.
- Academic instruction takes place in both languages on a 50/50 basis.
- The Dual Language classes' use cooperative learning, thematic units, hands-on materials and visual and graphic displays to teach content area material. The classrooms have language rich environments and use strategies such as having the students use language (vocabulary and language structure) to explain their thinking in project based experiences. The teachers use modeling and scaffolding in their instruction and provide daily objectives that will enhance reading, writing, listening and speaking skills in both languages.
- Parents have been advised that continuous student enrollment is critical to student success.
- The instructional model uses the core curriculum which focuses on balanced literacy and balanced mathematics and is in alignment with the NYC and NYS NLA and ESL standards and the National Council of Teachers of Mathematics standards.

## *ESL Program*

Students whose parents opted for ESL receive the following services:

- Pull-out ESL services for beginning level students. Out of classroom/small group.
- Push-in services for intermediate and advanced level students. Students are organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate level students receive 2 units or 360 minutes of ESL weekly and advanced level receive 1 unit or 180 minutes of ESL weekly (consistent with CR part 154 units of ESL requirements).
- ESL instruction is aligned to the NYS Learning Standards for English as a Second Language; the teaching of language arts to limited English proficient/English Language Learners.
- The classroom teachers use ESL strategies to deliver academic content area instruction and provide additional support for our students.
- ESL instruction is provided by six fully certified ESL teachers.

-

-

### **The Title III Grant will be used as follows**

-

In order to have a successful ELL program, we will use the allocated money as follows: Teachers will be paid per session for working during AM School (1 hour per day 3 days x 12 weeks x 3 teachers), Power Saturday (3 hours per week x 12 weeks x 6 teachers) and for attending Professional Development (1 hour per week x 25 weeks x 7 teachers). Our Bilingual Coordinator will conduct parent workshops for the ELL population throughout the school year (1 hour x 10 months x 1 teacher). Curriculum and staff development services will be contracted to Teachers College (8 sessions will be purchased). Materials will be purchased through Department of Education approved vendors.

Our Bilingual and ESL teachers are all state certified to provide whole class and push-in services.

-

## Direct Instruction

### Early Morning Program (3 days/ 1 hour each/ 12 weeks/ 3 teachers):

Our student benefit from the extended time school status (ETS) lengthening their school day. In order to supplement the instructional core program we will provide a.m. "0" period for all students designated beginner level as per the NYSESLAT exam. Per session monies will be set aside for this purpose. The sessions will begin January, 2011 and will take place three days a week until May, 2011. Students will participate in activities designed for increasing their English Literacy skills, such as guided reading with English Language scaffolding techniques.



- Power Saturday Program (12 weeks/ 3 hour each/ 6 teachers):

We will offer Power Saturday sessions for our "intermediate" and "advanced" level students in order to increase their English proficiency. We will begin these sessions mid-October, 2010 for 3 hours until the mid-April, 2011 testing season. Research based instructional strategies such as:

1. Language Experience Approach
2. CALLA-Content Area Language Learning Approach; Language Learning through Content Area.
3. Bloom's Taxonomy based on cognitive process and language skills of ELL's.
4. SIOP – Making content comprehensible for English Learners are the scientifically researched instructional strategies that will be implemented.

Again, in order to increase the time for students, we will provide a staff coverage for certified personnel to work with our SIFE and low level beginners. Students that will participate will be selected based on NYSESLAT's low scoring modalities in listening, reading, writing and speaking. In order to address the specific areas in need of improvement, teachers will use the NYSESLAT scores and implement the research based strategies cited above to tailor instruction to student need.

Basic skills in math will be covered for academic enhancement. Chess learning activities (Chess-in-the-Schools) will take place via a language experience approach.

From the Title III LEP Program, Power Saturday Program will be taught by certified ESL teachers and offered to ELL students for 12 weeks x 3 hours from October, 2010 – April, 2011.

- Instructional Materials - **Books and materials:** Rigby company books, chart paper, notebooks, school supplies.

**Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

We will also contract Teachers College to provide in-service workshops for our ESL and monolingual teachers. Seven teachers will participate in this after-school extended Professional development activities conducted by Teacher's College. The cost of this activity for 25 weeks/ 1 hour each/ 7 teachers will be \$8,731 plus \$9,600 for the cost of the service to Teacher's College.

Staff Development (2009 - 2010 activities)

- Five 50 minute Professional Development sessions will be devoted to ELL services.

October, 2009	Content and language learning strategies
November, 2010	Teacher's College Reading and Writing Project
January, 2011	Use of NYSESLAT data "Understanding Student Needs".
February, 2011	Teacher's College Reading and Writing Project
March, 2011	Teacher's College Reading and Writing Project
April, 2011	Strategies that develop literacy in ELLs (Preparing strategies for NYSESLAT)

- In addition to the above PD sessions, each session will include in-service workshops and demonstration lessons.
- All newly appointed teachers service ELLs will be provided with the assistance of the school based learning specialists to assist them in planning, delivery of instruction and assessment.
- All teachers serving ELLs will be encouraged to participate in the NYC Department of Education ELL Teacher Academy and regional professional development offerings.

- All new teachers, including special education teachers, will be provided with 7 hours of professional development in ESL strategies.
- Teacher's College will provide Professional Development and Literacy coaches.

From the Title III LEP Program, \$9,600.00 will be on Professional Development. ELL teachers will service student from grades K-7.

Parental Involvement

Title of Program: Parent Workshop Series for Title III parents

in conjunction with our City College Adult Education grant, we will offer a course in understanding the ELL core curriculum and balanced literacy.

Parents will also learn about the state standards, school expectation and the general requirements that our ELL students are responsible for. From the Title III LEP Program, a once a month meeting will be conducted September-June by the Bilingual Coordinator. The total amount of \$ 498.90 will be used for this activity. Materials and supplies will also be purchased from this grant. The breakdown is as follows for Parent Workshop: 1 teacher x 10 months x 1 hour x \$49.89. Also, \$500 will be allocated for refreshments for parent activities.

**Section III. Title III Budget**

—

**School: 05M161**

**BEDS Code: 310500010161**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	27,274.00	<input type="checkbox"/> Teachers per session for attending professional development 7 teachers x 25 weeks x 1 hour x \$49.89 hour = \$8,731.00  Parent workshops – 1 teachers x 10 month x 1 hour for teacher x \$49.89 = \$499.00  Power Saturdays – 3 hours a week x 12 weeks x 6 teachers @ \$49.89/hr = \$1,796.04 per teacher or \$10,776.00  Power Saturdays – 3 hours a week x 12 weeks x one administrator/supervisor @ \$52.21/hr

		A.M. School – 1 hour daily x 3 days per week x 12 weeks @ \$49.89/hr = \$1,796.04 per teacher x 3 teachers
<b>Purchased services</b> - High quality staff and curriculum development contracts	9,600.00	<input type="checkbox"/> Teacher's College – 8 sessions
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	9,126.00	<input type="checkbox"/> Books and materials (Rigby company books, chart paper, notebooks, school supplies) \$ 9,126.00
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	500.00	<input type="checkbox"/> Refreshments for parent activities
<b>TOTAL</b>	<b>500</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Our school currently serves 54% English language learners. The partners of these student usually cannot speak English. We have a diverse staff that is bilingual and able to interpret for our parent population. For parents who are speaking other languages (4) we have attempted to use the students to translate for their parents. Our secretarial staff ensures that all correspondences are translated into Spanish for parents. PTA meetings are translated by ESL teachers and other bilingual staff. We have experienced dealing with students dealing with students who have deaf parents and communicating with these families has been challenging.

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

Major findings included:

- Securing a vendor to translator documents into Arabic, Haitian Creole
- Purchasing additional translator receivers for large meetings
- Providing PTA meetings in English and Spanish.
- Enlist the services of parent volunteers for translation services

### **Part B: Strategies and Activities**

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Major correspondences to our families will be sent to the general office for translation. Several staff members (10) have been identified for translation services. All documents will be translated and sent home to students via backpacks. Teachers will be

encouraged to utilize this service for classrooms correspondences as well. Major documents such as the school CEP will be translated by an outside vendor. Documents must be received by translators 1 week prior to their distributions. Staff will be encouraged to create “tickler files” for annual events to limit repetition of services.

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

Most the staff of PS/MS 161 speaks Spanish. We have several (3) teachers who speak Haitian Creole so we have access to numerous translators on site. We have utilized this method for years. Our deaf parents unfortunately have to rely on an outside vendor to provide service. This limits us in providing immediate feedback. We have also been trained in TTY relay systems in order to communicate via phone.

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

Our school will provide each parent whose primary language is a covered language and who require a language assistance services with written notification of theirs regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services (2) will post in a conspicuous location at or near the primary entrance to our school in each of the covered languages.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	977,135	110,156	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,871		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	48,855	*	
4. Enter the anticipated 10% set-aside for Professional Development:	97,713	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### **PART I GENERAL EXPECTATIONS**

*NOTE: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]*

The Don Pedro Albizu Campos School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent

with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will

be planned and operated with meaningful consultation with parents of participating children.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and,

including alternative formats upon request, and to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic

learning and other school activities, including ensuring that parents play an integral role in assisting their child’s learning; that parents are encouraged to be actively involved in their child’s education at school; that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

## **PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

*NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement – (a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.*

1. The Don Pedro Albizu Campos School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- a. Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
- b. PTA Executive Board members will be involved with District personnel through the District Five PAC

2. The Don Pedro Albizu Campos School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- a. Parent members of the school leadership team will participate in the annual Quality Review
- b. Parents will be interviewed as part of the school’s Quality Review

c. Parent surveys will be a vital part of the School's Progress Report process

3. The Don Pedro Albizu Campos School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

- a. District 79 Adult Education
- b. Title III
- c. Title IV
- d. Tax Levy programs

4. The Don Pedro Albizu Campos School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, Community Associate, Community Assistant along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.

5. The Don Pedro Albizu Campos School will build the parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –

- i. the State’s academic content standards;
- ii. the State’s student academic achievement standards;
- iii. the State’s and local academic assessments including alternate assessments;
- iv. the requirements of Title I, Part A
- v. how to monitor their child’s progress and
- vi. how to work with educators.

b. The School will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- i. Providing parent workshops and courses dealing with computer training
- ii. Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners

c. With the assistance of the district and parents, the school will educate its teachers, pupil services personnel, supervisors and other staff, on how to reach out to, communicate with, and work with parents as equal partners, reinforce the value and utility of contributions of parents, and implement and coordinate parent programs and build ties between parents and the schools by:

- i. Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.

ii. Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner

d. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:

- i. school letters are translated and ELL students are provided with native language letters of school events
- ii. Translation services information are posted in the school lobby in the appropriate native languages

### **Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

*NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e) Building Capacity for Involvement of the ESEA:*

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available

sources of funding for that training;

- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

#### PART IV ADOPTION

New York City Department of Education

Don Pedro Albizu Campos School~PS/MS 161

Ms. Barbara Freeman, Principal

This policy was adopted by Don Pedro Albizu Campos School~ PS/MS 161 on 06/16/10 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 18, 2010.

#### **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation :** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The

compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

The Don Pedro Albizu Campos~PS/MS 161 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

## PART I

### School Responsibilities

The Don Pedro Albizu Campos School will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

*In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming lifelong learners. Anthony Alvarado states, "How well the teachers are learning determines how well the students are learning." Our teachers will meet weekly with coaches and the administration for study groups to discuss professional texts. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.*

*Teachers on each grade level/subject area will follow a curriculum map which was developed by appropriately licensed classroom teachers, using State Standards as a guide.*

*Teachers will use assessments to plan instruction according to their students' needs. Our students will be instructed within their "zone of proximal development." Academic intervention will be provided to support the struggling students.*

*The students will be given many resources to assist them in their educational journey; appropriate text books, classroom leveled libraries, access to laptop computers, etc.*

- **Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

*On November, 2010 and March, 2011*

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

*Official report cards will be distributed in November (All students), February (Middle and School students), March (Elementary students), April (Middle and School students) and June (All students).*

*Kindergarten students will progress reports in November, and official report cards in March and June.*

*Parents will be provided access to ARIS ParentLink as a means of monitoring their child's performance and progress.*

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

*Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.*

*The Principal and Assistant Principals have an open door policy.*

- **Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:**

*Curriculum Conferences will be conducted by classroom teachers (Grades K through 6) during the month of September.*

*After each unit of study in Writing, the parents will be invited to a Publishing Party (celebration in the classroom).*

*During Open School Week (November), parents will be invited to participate in classroom activities such as Science Labs, Math lessons, and such.*

*Staff will present pertinent curricula information to parents as follows: Instructional focus at monthly PTA meetings, Kindergarten Parent Workshop in February and Middle School Parent Workshop March*

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- **Supporting my child's learning by making education a priority in our home by:**

*making sure my child is on time and prepared everyday for school;*

*monitoring attendance;*

*talking with my child about his/her school activities everyday;*

*scheduling daily homework time;*

*providing an environment conducive for study;*

*making sure that homework is completed;*

*monitoring the amount of television my children watch;*

- **Participating, as appropriate, in decisions relating to my children's education;**
- **Promoting positive use of my child's extracurricular time;**
- **Participating in school activities on a regular basis;**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;**
- **Reading together with my child every day;**
- **Providing my child with a library card;**
- **Communicating positive values and character traits, such as Play Fairly, Act Responsibly, Work Together, Show Respect;**
- **Respecting the cultural differences of others;**
- **Helping my child accept consequences for negative behavior;**
- **Being aware of and following the rules and regulations of the school and district;**
- **Supporting the school discipline policy;**
- **Expressing high expectations and offering praise and encouragement or achievement**

## PART II

### STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- ***Come to school ready to do our best and be the best;***
- ***Come to school with all the necessary tools of learning-pens, pencils, books, etc.***
- ***Listen and follow directions;***
- ***Participate in class discussions and activities;***
- ***Be honest and respect the rights of others;***
- ***Follow the school's/class' rules of conduct;***
- ***Follow the school's dress code;***
- ***Ask for help when we don't understand;***
- ***Do our homework every day and ask for help when we need to;***
- ***Study for tests and complete assignments;***
- ***Read every day outside of school time;***
- ***Read at home (with our parents, if appropriate);***
- ***Get adequate rest every night;***
- ***Use the library to get information and to find books that we enjoy reading;***
- ***Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.***

#### Other Responsibilities

The Don Pedro Albizu Campos School will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;

- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

□

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A needs assessment will be designed by members of the School Leadership Team and distributed to all staff members. The quantifiable data will be analyzed by the SLT and the results will be shared with the Administrative Cabinet, the Professional Development Team and with the staff at a faculty conference and/or grade conferences.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Based on the collected data, lists of students will be compiled who qualify for academic intervention services. The AIS Coordinator, in conjunction with administrative staff and special education faculty members, will devise strategies and collect materials that will address and support the needs of individual students. The following are included among the effective methods and instructional strategies that will be used during the 2010-2011: PS/MS 161 Hot SHOTS after school program, Power Saturday, AM school, and PS/MS 161Academic Enrichment Summer School.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

The amount and quality of learning time will be increased. An after school program will be in effect three days a week from early fall through early spring for students in grades 3-8. In addition, the Power Saturday program will provide learning opportunities for our students. The program is in effect from early fall through early spring, for students in grades 2-8. There will be an emphasis on testing sophistication. The educational needs of historically underserved populations are being met. There is continued regional support for teachers of English language learners. Say Yes offers support for students who are currently in grade 5 as well as their families. The needs of low academic achieving children and those who are at risk of not meeting state academic content standards will be addressed by our school. Reading reform is a word study program that will be implemented in grades 1 and 2. Academic services include the use of materials/programs from Kaplan and The Wilson program, based on the Orton-Gillingham philosophy and methodology, is used with students who have individualized educational plans (IEP's) PS 161 collaborates with the community. We collaborate with the City College of New York. We have received many student teachers; several of them are currently faculty members. Our annual Career Day, organized by

our school counselors, introduces our students to a myriad of occupations; we have found altruism in community leaders. These affiliations often continue throughout the school.

o Help provide an enriched and accelerated curriculum.

As we begin to adopt the core standards in core content areas, the students will be exposed to a more enriched curriculum. We have also added regents' courses in living environment and integrated algebra in order to provide accelerated curriculum to our students.

o Meet the educational needs of historically underserved populations.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

o Are consistent with and are designed to implement State and local improvement, if any.

A violence prevention program is provided by the NYC police department. Adult education programs, such as ESL classes, GED classes and technology classes are provided to the community. A nutrition program for parents is offered by Harlem Hospital. Say YES to Education refers parents for job training, legal, and housing services.

3. Instruction by highly qualified staff.

100% of the teaching staff is fully licensed and assigned to our school. Seventy-five percent has two years of experience, and fifty-two percent have five years teaching experience. In addition, seventy-eight percent hold post-graduate degrees.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

In order to effectively enable students to meet state academic standards, school staff must increase their knowledge base. Professional development on instructional strategies for English language learners has been provided for teachers by regional staff. The Language Allocation Policy (LAP) is in place in our school. Teacher's college provides English language arts training for the monolingual and bilingual classrooms. In addition, literacy coaches participate in weekly study groups.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.



Being a School Wide Project School , there is a personnel Committee in place. Teachers take a personal interest in the mentoring of new teachers that they have been instrumental in hiring. School Leadership Team members participate in citywide job fairs. In addition, we have collaborations with teacher education programs at local colleges and universities.

6. Strategies to increase parental involvement through means such as family literacy services.



PS 161 has a parent coordinator and an active Parent Teacher's Association. Lead teachers and coaches often lead parent workshops. Adult education courses are offered, specifically ESL and GED classes. Family workers are on staff, and school counselors are instrumental in educating our parents. The Say Yes program also has a parent component. Many services (education, jobs, housing and legal) are offered to families.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.



PS 161 has two full-time pre-kindergarten classes. Each class has a teacher and a paraprofessional. A family worker is involved with both classes. Classes use the Creative Curriculum, a well-balanced pre-school program. Mathematics, science and technology are integrated into the curriculum.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.



Teacher members of the School Leadership Team are instrumental in purchasing decisions. The results of the citywide interim assessments provide teachers with valuable information. Standardized test scores are analyzed and shared with the previous year's teacher. The data is used as an instructional tool in the student's current classroom.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.



Systems have been put into place that will ensure that students receive the services that they need. Periodic assessments (six to eight weeks) will be administered to monitor reading and math progress. E-Clas and informal assessments (such as running records) will be used as well. Citywide interim assessments in October, December and February will provide data on student. Leap Frog, used by AIS staff, monitors student progress.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□

A violence prevention program is provided by the New York City Police Department. Adult education programs, such as ESL classes, GED classes and technology classes are provided to the community. A nutrition program for parents is offered by Harlem Hospital. Say Yes refers parents for job training, legal housing services.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.*

### **NCLB / SED STATUS:**

### **SURR PHASE / GROUP (IF APPLICABLE):**

#### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

#### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

---

### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently, there are 16 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Support Services  
Morning and After School Programs  
Saturday Program

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.  
N/A



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_05M161\_102810-093717.docx

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 408</b>	District <b>05</b>	School Number <b>161</b>	School Name <b>Pedro Albizu Campos</b>
Principal <b>Barbara Freeman</b>		Assistant Principal <b>Jose Luis Soto Jr.</b>	
Coach <b>Nazda Palchik-Medina</b>		Coach <b>Ms. Maria Roman</b>	
Teacher/Subject Area <b>Ms. Jeannette Toro</b>		Guidance Counselor <b>Nelson Fernandez</b>	
Teacher/Subject Area <b>Ms. Carla Espana</b>		Parent <b>Ms. Betty heco</b>	
Teacher/Subject Area <b>Ms. Mayra Valerio</b>		Parent Coordinator <b>Kareem Williams</b>	
Related Service Provider <b>Joanna Loewi</b>		Other <b>type here</b>	
Network Leader <b>Lucius Young</b>		Other <b>type here</b>	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>6</b>	Number of Certified Bilingual Teachers	<b>7</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>940</b>	Total Number of ELLs	<b>345</b>	ELLs as Share of Total Student Population (%)	<b>36.70%</b>
------------------------------------	------------	----------------------	------------	---	---------------

### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Newly admitted students from outside the NYC school system whose parents/guardians indicate a home language other than English on the HLIS are administered the LAB-R within 10 school days of admittance. The HLIS is administered by the pupil accounting secretary. The LAB-R is facilitated by the testing coordinator who carries a bilingual education certificate and administered by trained staff on the ELL Support Team who carry ESL teacher certificates.

NYSESLAT implementation begins with identifying those ELLs who are eligible to take the exam and sharing that information as soon as possible with the classroom teachers, ELL Support Team, administrators, and parents. As the testing dates approach, the testing coordinator, in collaboration with Network support personnel, school administration, the ELL support team, and the testing team, arranges the testing groups, proctors, and schedule to ensure that all current ELLs are tested and that those who are entitled receive the accommodations outlined in their IEPs. The ELL Support Team and Dual Language teachers administer the Speaking section of the test in one-on-one settings, with the testing coordinator ensuring that appropriate protocol and security measures are followed. During the other three components of the test, the above-mentioned staff cooperate with the proctors to distribute, collect, and secure testing materials. After the test, the testing team and the ELL Support Team receive training from the testing coordinator on scoring the Writing section of the test before scoring that section for all students. Scores for the Writing and Speaking section are transferred to the appropriate answer documents. The testing coordinator organizes all deliveries and shipments of testing materials.

To ensure that parents understand the program choices available at our school, the ELL Support Team conducted a parent orientation meeting, inviting parents of ELL students to view the Parent –Connection Orientation Video for Parents of Newly Enrolled English Language Learners. During this meeting, parents had an opportunity to acquire information with regards to the types of instructional programs that are available to their child at the school. Parents viewed the video and had an opportunity to discuss educational issues prior to completing the Parent Survey and Program Selection form that requests them to select ESL and Dual Language Program. Included in the orientation meeting was information regarding maintaining their child in the program selected and emphasizing the research based premise that switching between programs is not academically sound.

After reviewing surveys, we noticed that there is a trend among parents of newly ELLs to opt for the Dual Language Program. Students who are new to the school but not necessarily new to the NYC system, tend to opt for ESL services in monolingual classroom. If parents voice any concerns about their children's placement, the ELL Support Team makes sure that these parents get a detailed explanation of the Programs and if asked, parents can visit Dual Language and ESL classrooms to note the difference between these two programs.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K  1  2  3  4  5

Check all that apply

6  7  8  9  10  11  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	1	1	1	1	1	1	1							7
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	1	1	1	1	1	1					9
<b>Total</b>	2	2	2	2	2	2	2	1	1	0	0	0	0	16

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	345	Newcomers (ELLs receiving service 0-3 years)	230	Special Education	90
SIFE	14	ELLs receiving service 4-6 years	92	Long-Term (completed 6 years)	23

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 special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>	31	13	7	14	0	4	0	0	0	45
<b>ESL</b>	152	1	33	78	0	34	23	0	11	253
<b>Total</b>	183	14	40	92	0	38	23	0	11	298

Number of ELLs in a TBE program who are in alternate placement:

### 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
Spanish														0
Chinese														0
Russian														0
Bengali														0

**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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	11	8	12	16	14	13	15	8	12	9	14	13	13	12					91	79
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>11</b>	<b>8</b>	<b>12</b>	<b>16</b>	<b>14</b>	<b>13</b>	<b>15</b>	<b>8</b>	<b>12</b>	<b>9</b>	<b>14</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>91</b>	<b>79</b>

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>79</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>1</u>	Asian: <u>1</u>
Hispanic/Latino: <u>77</u>	

Native American: 0White (Non-Hispanic/Latino): 0Other: 0**Freestanding English as a Second Language****Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	32	29	19	40	22	22	33	16	19					232
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1	4	2	3	1	4	1					18
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1					1			1					3
<b>TOTAL</b>	<b>34</b>	<b>30</b>	<b>20</b>	<b>44</b>	<b>24</b>	<b>26</b>	<b>34</b>	<b>20</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>253</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

**Dual Language Program:**

- \* This academic year there will be six (7) Dual Language K -6 classes implementing the self-contained model.
- Each class will have 20-28 children.
- Classes will be comprised of 50% EP and 50% ELL students.
- Academic instruction takes place through both languages on a 50/50 every other day basis.

- The Dual Language will use cooperative learning, thematic units, hands-on materials and visual and graphic displays to teach content area material. The classroom will have language rich environments and use strategies such as having the students use language (vocabulary and language structure) to explain their thinking in project based experiences. The teachers use modeling and scaffolding in their instruction and provide daily objectives that will enhance reading, writing, listening and speaking skills in both languages.
- Parents have been advised that continuous student enrollment is critical to student success.
- In order to introduce the Common Core Standards to the core curriculum, Dual Language teachers have attended Common Core Standards professional development and continue to disseminate this information in grade meetings.
- The instructional model uses the core curriculum which focuses on balanced literacy and balanced mathematics and is in alignment with the NYC and NYS NLA and ESL standards and the National Council of Teachers of Mathematics standards.
- The English proficiency level of each student is measured each year by the NYSESLAT and then the level of instruction is determined, appropriated and reflected in classroom instruction.
- The ELL program will be monitored by a certified assistant principal.
- ESL services are provided by the classroom teacher throughout literacy and content area periods.

#### ESL Program

Students whose parents opted for ESL receive the following services:

- Pull-out ESL services for beginning level students. Out of classroom/small group.
- Push-in services for intermediate and advanced level students. Students are grouped by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate level students receive two units or 360 minutes of ESL weekly and advanced level students receive one unit or 180 minutes of ESL weekly (consistent with CR part 154 units of ESL requirements).
- ESL instruction is aligned to the NYS Learning Standards for English as a Second Language; the teaching of language arts to limited English proficient/English Language Learners.
- ESL teachers have attended Common Core Standards professional development and are beginning to align their lessons to these standards.
- The classroom teachers use ESL strategies within the balanced literacy model to deliver academic content area instruction and provide additional support for our students.
- ESL instruction is provided by six fully certified ESL teachers which are continuously attending professional development sessions.
- The English proficiency level of each student is measured each year by the NYSESLAT and then the level of instruction is appropriately determined for classroom instruction.
- The ELL program will be monitored by a certified assistant principal.

#### Differentiation for ELL Subgroups:

Plan for SIFE - Students will receive small group instruction in accordance with state mandates. Students will also benefit from programs such as: Rosetta Stone; AM School; PM School; Saturday School.

Plan for ELLs in school less than 3 years/ Newcomers - Students will receive small group instruction in accordance with state mandates. Students will also benefit from programs such as: Rosetta Stone; AM School; PM School; Saturday School.

Plan for ELLs in school 4-6 years - Students will receive small group instruction in accordance with state mandates. Students will also benefit from programs such as: Rosetta Stone; AM School; PM School; Saturday School.

Plan for ELLs in school 6 years completed or more/Long Term ELLs - Students will receive small group instruction in accordance with state mandates. Students will also benefit from programs such as: Rosetta Stone; AM School; PM School; Saturday School.

Plan for ELLs in school with Special Needs - Students will receive small group instruction in accordance with state mandates. Students will also benefit from programs such as: Rosetta Stone; AM School; PM School; Saturday School.

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

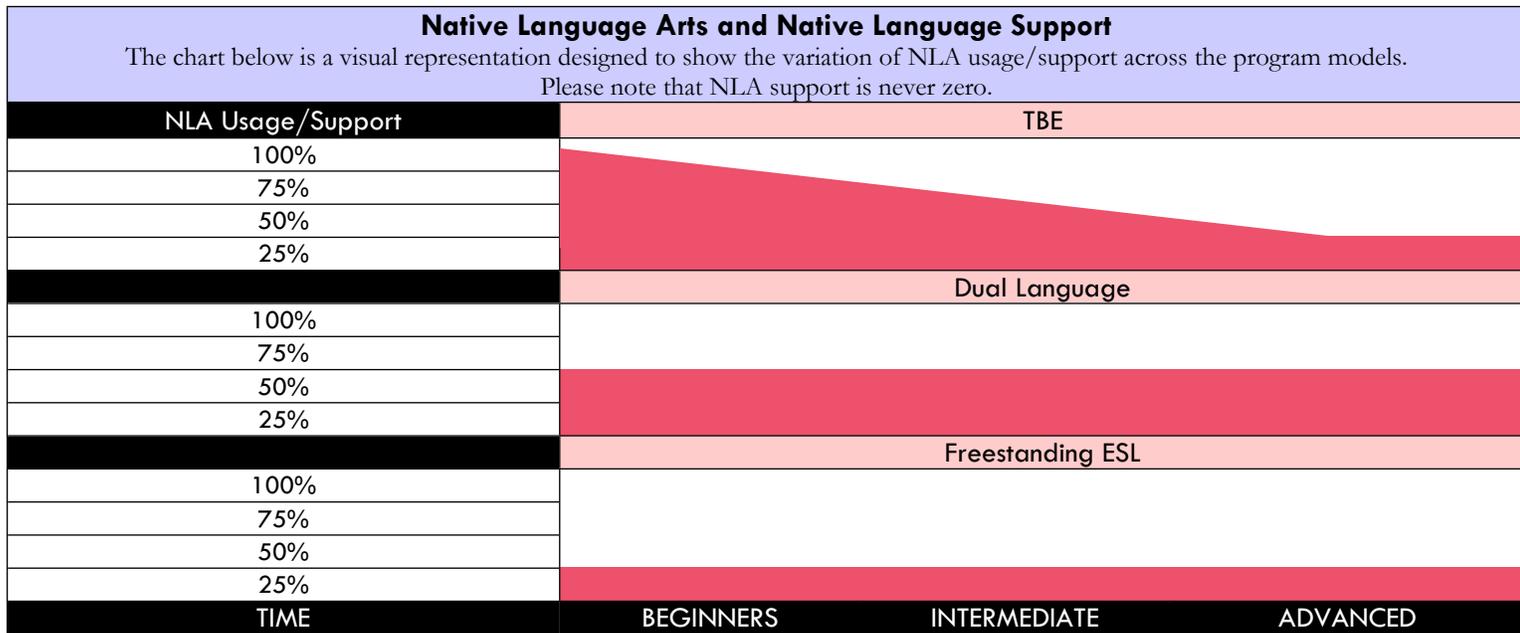
**Beginning**

**Intermediate**

**Advanced**

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

- \* Intervention Programs for ELLs (AIS)- Students will receive AIS and ESL services on a daily basis.
- \* Transitional Student Support Plan (ELLs that pass NYSESLAT are Transitional students for 2 years)- Students will receive extra support from a certified ESL teacher.
- \* After school programs for ELLs – Students will participate in the Hot Shots After School program as well as Harlem Dowling After school program.
- \* Instructional materials including technology- Students will participate daily in our Rosseta Stone language program.
- \* Instructional materials in Content Areas- Students participate in Teacher's College Reading and Writing Project.
- \* Native Language Support- Students will have native language support in small groups and in dual language class.

#### Support Services

Support Services in our school are aimed at helping our General Education, ELL's and Special Education students in grades Pre-Kg through seventh. Towards this end, we will provide and maintain a comprehensive Pupil Services Support System that enables students to fully benefit from the instructional programs as measured by the NYC Department of Education Standards by providing academic intervention support. Morning, After-School, and Saturday school programs will be used as interventions to meet the needs of all students who have been identified through data driven assessments. Counseling services will also be provided to help develop social and emotional awareness in such a way that their academic achievement improves. Our school will provide and maintain a Pupil Personnel Team (PPT) to meet the needs of our students. The team will ensure that identified students receive proper interventions. Our school will provide and maintain School Based Health Services for all students, which will ensure that referrals from school personnel and parents be forwarded to the appropriate agencies. Finally, the school community and parents will work collaboratively to ensure overall students' academic, social and emotional well being.

We are constantly aware of the necessity to improve student achievement as measure by standardized test scores. We continually evaluate, analyze, and assessed our progress as a whole and as a grade, a class, and as individuals. Whatever indicators expose as weakness we will seek solutions.

We acknowledge our progress and success but realize we have still a long journey ahead to bring all our learners to levels 3 and 4. We also acknowledge our mandate to enrich the lives of our students and to create socially viable and active contributors. We will continue with our initiatives. We will continue in our creation of partnerships that create opportunities for our children and their families.

In order to support the learning ELLs, the following are the instructional materials implemented within curriculum areas:

- A. ELLs in Monolingual Classrooms receiving ESL services.
  - 1) Grades K – 3rd
    - \* Balanced Literacy in English
    - Balanced Literacy Classroom libraries
    - Month by month phonics
    - 120 minute literacy block (balanced literacy including daily writing activities)

- 2) Grades 4th - 8th
- Balanced Literacy classroom libraries
  - 120 minute literacy block (balanced literacy including daily writing activities)

B. Grades K – 6th Dual Language (Refer to Narrative for Program Description)

- Balanced literacy in English (alternating day model)
- Balanced literacy in Spanish (alternating day model)
- Balanced Literacy Classroom Libraries (both English and Spanish)
- 120 minutes literacy block (balanced literacy including daily writing activities)
- NYC English Language Arts Performance Standards and Mathematics

C. English as a Second Language Push In Program

ESL lessons are integrated within curriculum areas via programs such as SIOP (Sheltered Instructional Operation Protocol) which is an instructional methodology that is a research based language learning approach that focuses on a language objective in conjunction with a content objective per lesson. The lessons require visual aids, concrete materials (especially for the early grades) and explicit teaching and modeling throughout the grades. As per NYC regulations, instructional periods of ESL follow the 360 minutes for B's and I's and 180 minutes of ESL support is provided for all ELLs that are A's.

D. Science

- MacMillan Science Program K – 8th grade
- Literature links throughout learning experiences
- Macmillan Science Program K –8thgrade in Spanish for Dual Language and Bilingual Education classes
- Classroom libraries with 30% non-fiction expository text
- Integration to Science Lab

E. Social Studies

- Standards based scope and sequence for core curriculum for grades K – 8
- Classroom libraries with 30% nonfiction, expository text
- Literature links throughout learning experiences

We will also offer Power Saturday sessions for our “intermediate” and “advanced” level students in order to increase their English proficiency. We will begin these sessions mid-October, 2010 for 3 hours until the mid-April, 2011 testing season. Research based instructional strategies such as:

1. Language Experience Approach
2. CALLA-Content Area Language Learning Approach; Language Learning through Content Area.
3. Bloom's Taxonomy based on cognitive process and language skills of ELL's.
4. SIOP – Making content comprehensible for English Learners are the scientifically researched instructional strategies that will be implemented.

Again, in order to increase the time for students, we will provide a staff coverage for certified personnel to work with our SIFE and low level beginners. Students that will participate will be selected based on NYSESLAT's low scoring modalities in listening, reading, writing and speaking. In order to address the specific areas in need of improvement, teachers will use the NYSESLAT scores and implement the research based strategies cited above to tailor instruction to student need.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

The Dual Language model used at our school is a self-contained model. This model is consistent from grades K-6. Each class is composed of 50% English Proficient and 50% English Language Learners. The students remain in their classrooms for all content area and English Language Arts instruction. There is one teacher per classroom who teaches in the language of the day (English or Spanish) accordingly.

The Dual Language model ensures that the instruction is consistent with the language of the day. The every other day model is followed in the language of instruction. Content area is taught in the language assigned for that specific day. On the following day, the lesson from the previous day is not translated or repeated in a different language. Instead, the teacher continues with the following lesson, giving students the opportunity to transfer the information. This also ensures that the time allotted for the target language is 50% in each grade.

The EPs and ELLs are always integrated during the instructional day. No content areas are taught separately. Teachers use the student data to plan small group instruction. Reading and writing lessons reflect this instruction in strategy lessons and guided reading lessons. Although students participate in the same lesson, the small group work gives them the opportunity to interact with a teacher on a more personal level and to interact with a smaller group of students. In these moments students may not be integrated depending on their reading levels or writing craft needs. For example, some ELLs reading at levels F may be together for a guided reading group during independent reading in their reading workshop. In such an example, EPs and ELLs are not integrated in the same small group but they are integrated in the overarching lesson with the whole class. This differs with content area lessons. Here, although students are designated as EPs or ELLs, their proficiency in mathematics, science or social studies place them in integrated small group work. Teachers plan lessons that are differentiated in process, content or product.

Emergent literacy is sequential for grades K-2 in this Dual Language Model. In their newcomers' small group, the student in K-2 is taught in their native language on both English and Spanish days. The change comes in grade 3 and up when students are taught both languages at the same time. The exception to this are SIFE students who are taught in sequential form as the model follows in grades K-2.

#### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Understanding that professional development is the life of any school to increase the competence and practice of staff, we will designate a full time position for a bilingual Staff Developer/ELL Services Coordinator. This person will be responsible for attending weekly professional development, providing professional development workshops, providing direct instruction to beginning level ELL's, demonstrating lessons, providing student assessment and working with the parent coordinator in conducting meetings with parents of ELLs. We will also extend our ELL instructional practices by purchasing additional professional development sessions with Teacher's College. The focus of this development will be to improve instruction for ELLs; particularly the teaching of English through content areas such as social studies and science based on the newly Common Core Standards.

Our schedule for professional development is as follows (2010 – 2011):

- Five 50 minute Professional Development sessions will be devoted specifically to ELL services.

1. October, 2010: Adapting ESL Strategies & Language Objectives into the Reading and Writing Workshop

2. November, 2010: Teacher's College Reading and Writing Project
3. January, 2011: Teacher's College Reading and Writing Project
4. February, 2011: Data Based Instruction: Using the NYSESLAT Scores to Drive Small Group Instruction
5. March, 2011: Teacher's College Reading and Writing Project
6. April, 2011: Strategies that develop literacy in ELLs (Preparing strategies for NYSESLAT)

- In addition to the above PD sessions, each session will include in-service workshops and demonstration lessons.
- All newly appointed teachers serving ELLs will be provided with the assistance of the school based learning specialists to assist them in planning, delivery of instruction and assessment.
- All teachers serving ELLs will be encouraged to participate in the NYC Department of Education ELL Teacher Academy and regional professional development offerings.
- All new teachers, including special education teachers, will be provided with 7 hours of professional development in ESL strategies.
- Teachers' College Reading and Writing Workshop
- ESL, Dual Language, Special Education, General Education teachers and school administrators will attend weekly and monthly professional development.
- These professional development sessions will introduce topics that will be long-term and on-going in our school. Teachers will use common planning periods to collaboratively incorporate what they learned into their teaching practices.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

- Parent orientations are conducted twice a year for parents of newly enrolled ELL's to provide them with information about program offerings. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available for parent orientations. Informational materials are also available in the parents' home language.
- Parent conferences are conducted each fall and spring to orient ELL parents regarding program requirements, instructional standards, assessments and school expectations. Translators are also available for these meetings as well as translated materials.
- ELL parents are invited to meet with teachers to discuss their child's performance a minimum of three times per year and translators are provided when needed.
- Parent Choice letters are sent out twice a year.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	18	21	14	17	7	11	6	3	3					100
Intermediate(I)	1	16	6	30	13	12	13	6	9					106
Advanced (A)	26	3	14	10	14	16	27	10	9					129

Total	45	40	34	57	34	39	46	19	21	0	0	0	0	335
-------	----	----	----	----	----	----	----	----	----	---	---	---	---	-----

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		5	3	1	2	3	1	0	0				
	I		4	3	0	2	2	5	0	0				
	A		12	10	13	17	9	25	12	5				
	P		16	13	37	11	22	12	8	15				
READING/ WRITING	B		18	9	11	6	8	3	3	2				
	I		17	6	30	12	12	13	7	9				
	A		1	8	10	14	16	24	10	8				
	P		1	6	0	0	0	3	0	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	9	4	0	27
4	14	17	2	0	33
5	13	17	10	0	40
6	12	6	3	0	21
7	5	13	1	0	19
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8		15		6		2		31
4	11		23		4		0		38
5	5		23		12		5		45
6	5		10		5		1		21
7	3		8		8		0		19
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		12		14		1		33
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	11		8		18		2		39
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	1	15	12	33					

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

An analysis of the NYSESLAT (The New York State English Language Achievement Test) data obtained from the spring 2010 report reveals that across all grades the lowest scoring modality is writing. Across all grades, listening is the highest. This information suggests that a rigorous writing program is critical. The school's Professional Development Team is conducting systematic workshops on writing processes incorporated into contact learning. Each of the 4 modalities: listening, speaking, reading and writing are incorporated throughout the day (in all subject areas) particularly during Balanced Literacy.

ELLs that are in the Bilingual classes have the lowest number of A's and I's throughout the grades. The ELLs in the Bilingual classes have the greatest number of B's. This is particularly the case for new ELLs since their parents initial choice of instruction is the bilingual class placement. After 2-3 years of being enrolled in a Dual Language Classroom, some parents opt for ESL instruction in monolingual classes, but most opt to keep their children in the Dual Language Classrooms.

The NYSESLAT data analysis indicates that when planning ESL instruction to the ELL population at our school, there should be considerable attention to plan lessons that develop writing and speaking because these are the lowest modalities. Teachers, however, will continue to implement instruction that addresses all the modalities until all children reach proficiency levels. To do so, teachers are continuously gathering data from different available assessments. Aris and Acuity are used to inform planning and teaching. By using data, teachers are able to address students' needs in small group instruction settings.

In dual language classrooms, we follow the TCRWP curriculum in both English and Spanish. Assessments tools in Spanish are similar to their English counterparts. Among them we have: Spanish running records, reading skill assessments in Spanish, Spanish Spelling Inventories based on Donald Bear's Words Their Way curriculum, small group conferences as well as individual ones. All these assessments help teachers plan and adjust their lessons to the needs not only of the ELL population but also the needs of EPs students.

**Additional Information**

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

Paste additional information here

# Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 161 Pedro Albizu Campos						
<b>District:</b>	5	<b>DBN:</b>	05M16	<b>School</b>		310500010161	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3	v	7	v	11
	K	v	4	v	8	v	12
	1	v	5	v	9	Ungrade	v
	2	v	6	v	10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	37	36	0		92.3	92.6	91.9
Kindergarten	92	105	87	<b>Student Stability - % of Enrollment:</b>			
Grade 1	101	101	112	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	107	107	111		91.3	90.9	91.6
Grade 3	128	107	116	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	149	134	119	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	96	137	110		94.4	95.4	97.8
Grade 6	87	81	122	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	73	74	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	73		21	120	116
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		23	24	32
Grade 12	0	0	0	<b>Special Education</b>			
Ungraded	0	5	10	<b>Suspensions (OSYD Reporting) - Total Number:</b>			
Total	797	886	934	<i>(As of June 30)</i>	2007-	2008-	2009-
					0	1	4
				Principal Suspensions			
				Superintendent Suspensions	2	0	2
				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	76	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	76	80	TBD		73	80	75
# receiving ESL services only	219	248	TBD	Number of Teachers			
# ELLs with IEPs	1	75	TBD	Number of Administrators and Other Professionals	17	16	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	5	13

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	6	% fully licensed & permanently assigned to this	100.0	100.0	96.0
				% more than 2 years teaching in this school	75.3	66.3	76.0
				% more than 5 years teaching anywhere	63.0	52.5	60.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		84.0	74.0	81.3
American Indian or Alaska Native	0.3	0.0	0.2	% core classes taught by "highly qualified" teachers	90.1	92.9	90.3
Black or African American	13.6	12.4	12.8				
Hispanic or Latino	82.6	83.5	84.0				
Asian or Native Hawaiian/Other Pacific	1.3	2.1	1.9				
White	2.4	0.0	1.0				
<b>Male</b>	51.3	52.0	52.7				
<b>Female</b>	48.7	48.0	47.3				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
<b>Student groups</b>	6	6	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	51.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 408</b>	District <b>05</b>	School Number <b>161</b>	School Name <b>Pedro Albizu Campos</b>
Principal <b>Barbara Freeman</b>		Assistant Principal <b>Jose Luis Soto Jr.</b>	
Coach <b>Nazda Palchik-Medina</b>		Coach <b>Ms. Maria Roman</b>	
Teacher/Subject Area <b>Ms. Jeannette Toro</b>		Guidance Counselor <b>Nelson Fernandez</b>	
Teacher/Subject Area <b>Ms. Carla Espana</b>		Parent <b>Ms. Betty heco</b>	
Teacher/Subject Area <b>Ms. Mayra Valerio</b>		Parent Coordinator <b>Kareem Williams</b>	
Related Service Provider <b>Joanna Loewi</b>		Other <b>type here</b>	
Network Leader <b>Lucius Young</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>6</b>	Number of Certified Bilingual Teachers	<b>7</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>940</b>	Total Number of ELLs	<b>345</b>	ELLs as Share of Total Student Population (%)	<b>36.70%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Newly admitted students from outside the New York City (NYC) school system whose parents/guardians indicate a home language other than English on the Home Language Identification Survey (HLIS) are administered the Language Assessment Battery (LAB-R) within 10 school days of admittance. The HLIS is administered by a trained pupil accounting secretary through informal interview and with the presence of a translator if necessary. The LAB-R is facilitated by the testing coordinator who carries a bilingual education certificate and administered by trained staff on the English Language Learners (ELL) Support Team who carry English as a Second Language (ESL) certificates. If student is from a Spanish Speaking Country and he or she does not pass the LAB-R, he or she will be asked to take the Spanish LAB-R.

New York State English as a Second Language Aptitude Test (NYSESLAT) implementation begins with identifying those ELLs who are eligible to take the exam and sharing that information as soon as possible with the classroom teachers, ELL Support Team (comprised by an appointed AP, Dual Language/ESL Coach and ESL teachers), administrators, and parents. As the testing dates approach, the testing coordinator, in collaboration with Network support personnel, school administration, the ELL support team, and the testing team, arranges the testing groups, proctors, and schedule to ensure that all current ELLs are tested and that those who are entitled receive the accommodations outlined in their IEPs. The ELL Support Team and Dual Language teachers administer the Speaking section of the test in one-on-one settings, with the testing coordinator ensuring that appropriate protocol and security measures are followed. During the other three components of the test, the above-mentioned staff cooperate with the proctors to distribute, collect, and secure testing materials. After the test, the testing team and the ELL Support Team receive training from the testing coordinator on scoring the Writing section of the test before scoring that section for all students. Scores for the Writing and Speaking section are transferred to the appropriate answer documents. The testing coordinator organizes all deliveries and shipments of testing materials.

To ensure that parents understand the program choices available at our school, the ELL Support Team conducts a parent orientation meeting, inviting parents of ELL students to view the Parent –Connection Orientation Video for Parents of Newly Enrolled English Language Learners. During this meeting, parents have an opportunity to acquire information with regards to the types of instructional programs that are available to their child at the school. Parents view the video and have an opportunity to discuss educational issues prior to completing the Parent Survey and Program Selection form that offers them to select between an ESL and a Dual Language Program. Included in the orientation meeting is information regarding maintaining their child in the program selected and emphasizing the research based premise that switching between programs is academically sound.

This year, the Orientation Meeting was held on September 28<sup>th</sup>. During this meeting, parents acquire information with regards to the types of instructional programs that are available to their child at the school. All presenters at this meeting were certified ESL and/or Bilingual teachers. Parents who were unable to attend this Orientation Meeting received all information (brochures, survey, and consents) via mail. Once all surveys and consents were given out, classroom teachers made sure these forms were signed and returned to school. At this point, we have a 95% rate of form return. Parents who haven't sent back any of these forms yet, will be asked to do so during our first Parent-Teacher Conference on November 9<sup>th</sup>, 2010.

After reviewing surveys, we noticed that there is a trend among parents of newly ELLs to opt for the Dual Language Program. Students, who are new to the school but not necessarily new to the NYC system, tend to opt for ESL services in monolingual classrooms. If parents voice any concerns about their children's placement, the ELL Support Team makes sure that these parents get a detailed explanation of the programs and if asked, parents can visit Dual Language Classrooms and ESL classrooms to note the difference between these two programs. In our school, out of 345 ELLs, 116 are placed in Dual Language classrooms. This is approximately a 33.3% of all our ELL population. The other 66.6% of ELLs opt for ESL services in monolingual classrooms.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>	1	1	1	1	1	1	1							7
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	1	1	1	1	1	1					9
<b>Total</b>	2	2	2	2	2	2	2	1	1	0	0	0	0	16

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

All ELLs	345	Newcomers (ELLs receiving service 0-3 years)	230	Special Education	90
SIFE	14	ELLs receiving service 4-6 years	92	Long-Term (completed 6 years)	23

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>	78	13	7	14	0	4	0	0	0	116
<b>ESL</b>	152	1	33	78	0	34	23	0	12	333
<b>Total</b>	230	14	40	92	0	38	23	0	12	449

Number of ELLs in a TBE program who are in alternate placement:

### 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	11	8	12	16	14	13	15	8	12	9	14	13	13	12					91	79
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>11</b>	<b>8</b>	<b>12</b>	<b>16</b>	<b>14</b>	<b>13</b>	<b>15</b>	<b>8</b>	<b>12</b>	<b>9</b>	<b>14</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>91</b>	<b>79</b>

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>79</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>1</u>	Asian: <u>1</u>
Hispanic/Latino: <u>77</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	32	29	19	40	22	22	33	16	19					232
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1	4	2	3	1	4	1					18
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1					1			1					3
<b>TOTAL</b>	<b>34</b>	<b>30</b>	<b>20</b>	<b>44</b>	<b>24</b>	<b>26</b>	<b>34</b>	<b>20</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>253</b>

# Part IV: ELL Programming

A. Programming and Scheduling Information	
1.	How is instruction delivered? <ol style="list-style-type: none"> <li>What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</li> </ol>
2.	How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)? <ol style="list-style-type: none"> <li>How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol>
3.	Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4.	How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> <li>Describe your instructional plan for SIFE.</li> <li>Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</li> <li>Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>Describe your plan for ELLs identified as having special needs.</li> </ol>

### **Dual Language Program:**

In September 2009, P.S. 161M expanded its Dual Language Program that began in 2004-05. This academic year there will be six (6) Dual Language K-6 classes implementing the self-contained model.

- Each class will have 20-28 children.
- Classes will be comprised of 50% EP and 50% ELL students.
- Academic instruction takes place through both languages on a 50/50 every other day model.
- The Dual Language will use cooperative learning, thematic units, hands-on materials and visual and graphic displays to teach content area material. The classroom will have language rich environments and use strategies such as having the students use language (vocabulary and language structure) to explain their thinking in project based experiences. The teachers use modeling and scaffolding in their instruction and provide daily objectives that will enhance reading, writing, listening and speaking skills in both languages.
- Parents have been advised that continuous student enrollment is critical to student success.
- In order to introduce the Common Core Standards to the core curriculum, Dual Language teachers have attended Common Core Standards professional development and continue to disseminate this information in grade meetings.
- The instructional model uses the core curriculum which focuses on balanced literacy and balanced mathematics and is in alignment with the NYC and NYS NLA and ESL standards and the National Council of Teachers of Mathematics standards.
- The English proficiency level of each student is measured each year by the NYSESLAT and then the level of instruction is determined, appropriated and reflected in classroom instruction.
- The ELL program will be monitored by a certified assistant principal.
- ESL services are provided by the classroom teacher throughout literacy and content area periods.

### **ESL Program**

Students whose parents opted for ESL receive the following services:

- Pull-out ESL services for beginning level students. Out of classroom/small group.
- Push-in services for intermediate and advanced level students. Students are grouped by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate level students receive two units or 360 minutes of ESL weekly and advanced level students receive one unit or 180 minutes of ESL weekly (consistent with CR part 154 units of ESL requirements).
- ESL instruction is aligned to the NYS Learning Standards for English as a Second Language; the teaching of language arts to limited English proficient/English Language Learners.
- ESL teachers have attended Common Core Standards professional development and are beginning to align their lessons to these standards.
- The classroom teachers use ESL strategies within the balanced literacy model to deliver academic content area instruction and provide additional support for our students.
- ESL instruction is provided by six fully certified ESL teachers which are continuously attending professional development sessions.
- The English proficiency level of each student is measured each year by the NYSESLAT and then the level of instruction is appropriately determined for classroom instruction.
- The ELL program will be monitored by a certified assistant principal.

Content Area Instruction

### **Differentiation for ELL Subgroups**

As in all areas of instruction, teachers differentiate instruction for all the ELL population. This is done by grouping students by language development, reading level, and/ or writing level. Small group instruction takes the form of one of the following models:

- Shared Reading : Short texts, (poems, rhymes, songs, chants, articles) are carefully chosen by the teacher and presented in large text, placed on smart board or provided for each student. The teacher selects specific chunks of the text, as a demonstration piece, to teach a reading/writing/word skill or strategy.
- Shared and Interactive Writing: In the earlier grades teachers invite students to take risks in recording their oral sentences, with their aid, into written text. (Approximately 10-15 minutes)
- Word Study: Depending upon grade, maybe phonic or word study. It includes the teaching of words, word families, root words in the upper grades and learning about letters, sounds and words in the earlier grades.
- Guided Reading : This activity is led by the teacher and done with short-term, transient, ability-based groups. It is followed by a teaching point. (Approximately 20-30 minutes)

The instructional approaches and methods used to make content comprehensible to enrich language development vary according to the subject. In mathematics we use guided math strategies to make the content comprehensible for the various math proficiency levels in the classroom. The guided math approach allows the teacher to work with one group as other groups work independently. Activities may include math games and written reflections that pertain to the activities. Teachers facilitate this writing and language development by providing math language within lessons and in the classroom environment (math word walls). Another approach used in math is the use of exemplars in all of the classrooms. These word problems involve several steps for reading, understanding, planning and solving so that the answers are not readily available upon the first reading. Students are taught with graphic organizers to learn to organize the information from a problem and note the strategies they will use. Technology is used in mathematics, science and social studies to make content comprehensible and to enrich language development. Teachers integrate technology in lessons when modeling, using for active engagement and/or for independent work. Websites such as Riverdeep, Brainpop, and sites with interactive games are infused with lessons to address the different kinds of learners and the language component. The Brainpop resource is available in both Spanish and English and is used accordingly with the language of instruction of the day. Therefore, students understand the content and interact with the matter in diverse ways (through minilessons, partner talks, labs, independent work, group activities).

Shared reading, guided reading, strategy lessons and read alouds are some instructional approaches used in Social Studies to make the content comprehensible and to enrich the language development. Through shared reading students learn the content as they work on the reading together. In guided reading with a non-fiction book at their level, a small group of students are introduced to a book, read on their own and the teacher listens in to gather data for a teaching point on the fluency. During strategy lessons a diverse group of readers (diverse in terms of their reading levels) gather with a teacher who shares a teaching point to address a lesson that is needed with this group. The teacher models and the students practice this in their own book. The content-specific read alouds are instructional methods used throughout the different content areas to learn both content and for language development (in both languages).

The aforementioned strategies are also used in science classes as students are enriched with literature in the sciences. In addition to these instructional methods, students are taught the scientific method and follow this through labs, showing their understanding in lab reports.

**Plan for SIFE** - Students will receive small group instruction in accordance with state mandates. Students will also benefit from programs such as: Rosetta Stone; AM School; PM School; Saturday School.

**Plan for ELLs in school less than 3 years/ Newcomers** - Students will receive small group instruction in accordance with state mandates. Students will also benefit from programs such as: Rosetta Stone; AM School; PM School; Saturday School. ELLs who have been in the system for more than a year are now requested to take the English Language Arts (ELA) Assessment. These students will have intensive small group instruction conducted by the classroom teachers, AIS teachers, and the ESL/DL Coach.

**Plan for ELLs in school 4-6 years** - Students will receive small group instruction in accordance with state mandates. Students will also benefit from programs such as: Rosetta Stone; AM School; PM School; Saturday School.

**Plan for ELLs in school 6 years completed or more/Long Term ELLs -** Students will receive small group instruction in accordance with state mandates. Students will also benefit from programs such as: Rosetta Stone; AM School; PM School; Saturday School.

**Plan for ELLs in school with Special Needs -** Students will receive small group instruction in accordance with state mandates. Students will also benefit from programs such as: Rosetta Stone; AM School; PM School; Saturday School.

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

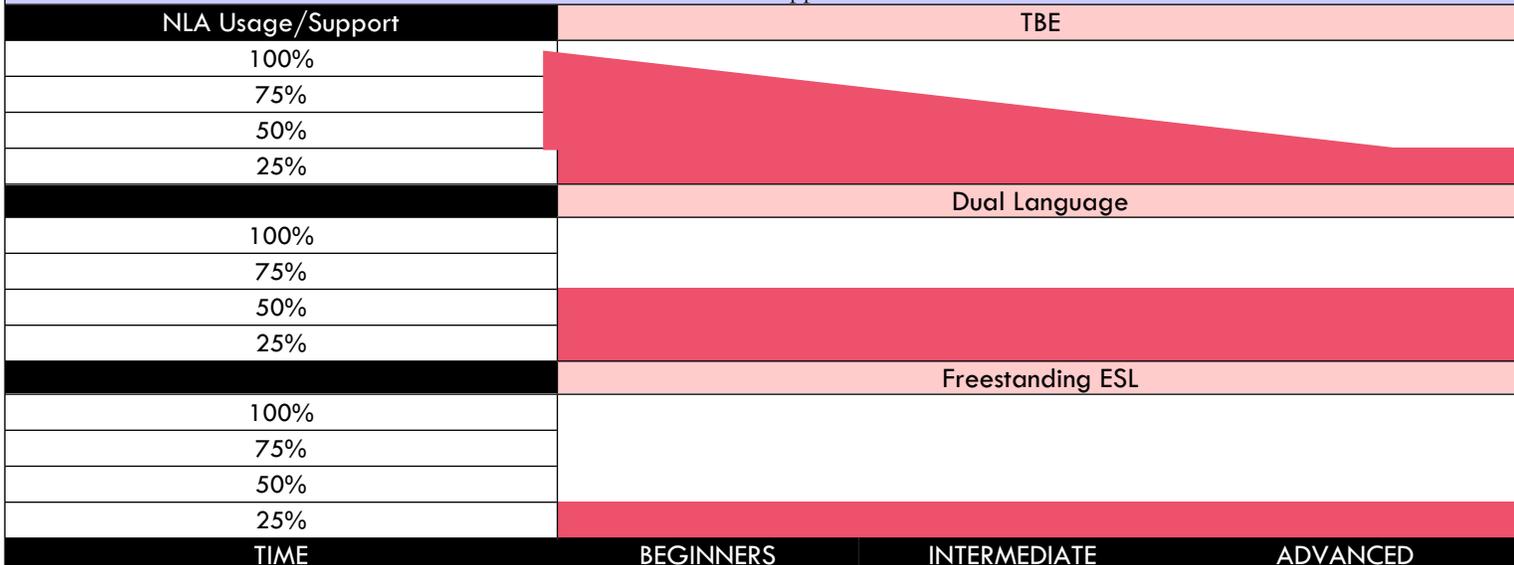
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

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



## **B. Programming and Scheduling Information—Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

**Intervention Programs for ELLs (AIS)**- Students will receive AIS and ESL services on a daily basis. AIS services focuses on literacy and math while ESL services concentrates on language objectives and the acquisition of a second language throughout all subject areas.

**Transitional Student Support Plan** (ELLs that pass NYSESLAT are Transitional students for 2 years)- Students will receive extra support from a certified ESL teacher. Classroom teachers will be informed about these students and will be asked to pay extra attention to their academic development. Transitional students will be part of any small group instruction that the classroom teacher considers appropriate.

**After school programs for ELLS –** Students will participate in the Hot Shots After School Program. During this time, students are grouped by language and reading levels in order to get additional support through a certified ESL/DL teacher.

**Instructional materials including technology-** Students will participate daily in our Rosseta Stone language program. Also, all classrooms have all day access to resources on the internet such as StarFall, United Stream, Brain Pop, etc.

**Instructional materials in Content Areas-** (See list below)

**Native Language Support-** Students will have native language support in small groups and in dual language classes. The Dual Language/ESL Coach will also give small group instruction to all newcomers in the building. This will be done by grade and based on the Teachers' College curriculum calendar.

## Support Services

Support Services in our school are aimed at helping our General Education, ELL's and Special Education students in grades K-8. Towards this end, we will provide and maintain a comprehensive Pupil Services Support System that enables students to fully benefit from the instructional programs as measured by the NYC Department of Education Standards by providing academic intervention support. Morning, After-School, and Saturday school programs will be used as interventions to meet the needs of all students who have been identified through data driven assessments. Counseling services will also be provided to help develop social and emotional awareness in such a way that their academic achievement improves. Our school will provide and maintain a Pupil Personnel Team (PPT) to meet the needs of our students. The team will ensure that identified students receive proper interventions. Our school will provide and maintain School Based Health Services for all students, which will ensure that referrals from school personnel and parents be forwarded to the appropriate agencies. Finally, the school community and parents will work collaboratively to ensure overall students' academic, social and emotional well being.

We are constantly aware of the necessity to improve student achievement as measured by standardized test scores. We continually evaluate, analyze, and assessed our progress as a whole and as a grade, a class, and as individuals. Whatever indicators expose as weakness we will seek solutions.

We acknowledge our progress and success but realize we have still have a long journey ahead to bring all our learners to levels 3 and 4.

We also acknowledge our mandate to enrich the lives of our students and to create socially viable and active contributors. We will continue with our initiatives. We will continue in our creation of partnerships that create opportunities for our children and their families.

In order to support the learning of ELLs, the following are the instructional materials implemented within curriculum areas:

- A. ELLs in Monolingual Classrooms receiving ESL services.
  - 1) Grades K – 3<sup>rd</sup>
    - a) Balanced Literacy in English
      - Balanced Literacy Classroom libraries
      - Month by month phonics
      - 120 minute literacy block (balanced literacy including daily writing activities)
  - 2) Grades 4<sup>th</sup> - 8<sup>th</sup>
    - Balanced Literacy classroom libraries
    - 120 minute literacy block (balanced literacy including daily writing activities)
- B. Grades K – 6<sup>th</sup> Dual Language (Refer to Narrative for Program Description)
  - Balanced literacy in English (alternating day model)
  - Balanced literacy in Spanish (alternating day model)
  - Balanced Literacy Classroom Libraries (both English and Spanish)
  - 120 minutes literacy block (balanced literacy including daily writing activities)
  - NYC English Language Arts Performance Standards and Mathematics

C. English as a Second Language Push In Program

- ESL lessons are integrated within curriculum areas via programs such as SIOP (Sheltered Instructional Operation Protocol) which is an instructional methodology that is a research based language learning approach that focuses on a language objective in conjunction with a content objective per lesson. The lessons require visual aids, concrete materials (especially for the early grades) and explicit teaching and modeling throughout the grades. As per NYC regulations, instructional periods of ESL follow the 360 minutes for B's and I's and 180 minutes of ESL support is provided for all ELLs that are A's.

D. Science

- MacMillan Science Program K – 8<sup>th</sup> grade
- Literature links throughout learning experiences
- Macmillan Science Program K –8<sup>th</sup>grade in Spanish for Dual Language and Bilingual Education classes
- Classroom libraries with 30% non-fiction expository text
- Integration to Science Lab

E. Social Studies

- Standards based scope and sequence for core curriculum for grades K – 8
- Classroom libraries with 30% nonfiction, expository text
- Literature links throughout learning experiences

We will also offer Power Saturday sessions for our “intermediate” and “advanced” level students in order to increase their English proficiency. We will begin these sessions mid-October, 2010 for 3 hours until the mid-April, 2011 testing season. Using research based instructional strategies such as:

1. Language Experience Approach
2. CALLA-Content Area Language Learning Approach; Language Learning through Content Area.
3. Bloom’s Taxonomy based on cognitive process and language skills of ELL’s.
4. SIOP – Making content comprehensible for English Learners are the scientifically researched instructional strategies that will be implemented.

Again, in order to increase the time for students, we will provide a staff coverage for certified personnel to work with our SIFE and low level beginners. Students that will participate will be selected based on NYSESLAT’s low scoring modalities in listening, reading, writing and speaking. In order to address the specific areas in need of improvement, teachers will use the NYSESLAT scores and implement the research based strategies cited above to tailor instruction to student need.

**C. Schools with Dual Language Programs**

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child’s native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

The Dual Language model used at our school is a self-contained model. This model is consistent from grades K-6. Each class is composed of 50% English Proficient and 50% English Language Learners. The students remain in their classrooms for all content area and English

Language Arts instruction. There is one teacher per classroom who teaches in the language of the day (English or Spanish) accordingly.

The Dual Language model ensures that the instruction is consistent with the language of the day. The every other day model is followed in the language of instruction. Content area is taught in the language assigned for that specific day. On the following day, the lesson from the previous day is not translated or repeated in a different language. Instead, the teacher continues with the following lesson, giving students the opportunity to transfer the information. This also ensures that the time allotted for the target language is 50% in each grade.

The EPs and ELLs are always integrated during the instructional day. No content areas are taught separately. Teachers use the student data to plan small group instruction. Reading and writing lessons reflect this instruction in strategy lessons and guided reading lessons. Although students participate in the same lesson, the small group work gives them the opportunity to interact with a teacher on a more personal level and to interact with a smaller group of students. In these moments students may not be integrated depending on their reading levels or writing craft needs. For example, some ELLs reading at levels F may be together for a guided reading group during independent reading in their reading workshop. In such an example, EPs and ELLs are not integrated in the same small group but they are integrated in the overarching lesson with the whole class. This differs with content area lessons. Here, although students are designated as EPs or ELLs, their proficiency in mathematics, science or social studies place them in integrated small group work. Teachers plan lessons that are differentiated in process, content or product.

Emergent literacy is sequential for grades K-2 in this Dual Language Model. In their newcomers' small group, the student in K-2 is taught in their native language on both English and Spanish days. The change comes in grade 3 and up when students are taught both languages at the same time. The exception to this are SIFE students who are taught in sequential form as the model follows in grades K-2.

#### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Understanding that professional development is the life of any school to increase the competence and practice of staff, we will designate a full time position for a bilingual Staff Developer/ELL Services Coordinator. This person will be responsible for attending weekly professional development, providing professional development workshops, providing direct instruction to beginning level ELL's, demonstrating lessons, providing student assessment and working with the parent coordinator in conducting meetings with parents of ELLs. We will also extend our ELL instructional practices by purchasing additional professional development sessions with Teacher's College. The focus of this development will be to improve instruction for ELLs; particularly the teaching of English through content areas such as social studies and science based on the newly Common Core Standards.

Our schedule for professional development is as follows (2010 – 2011):

- Five 50 minute Professional Development sessions will be devoted specifically to ELL services.
1. October, 2010: Adapting ESL Strategies & Language Objectives into the Reading and Writing Workshop
  2. November, 2010: Teacher's College Reading and Writing Project
  3. January, 2011: Teacher's College Reading and Writing Project
  4. February, 2011: Data Based Instruction: Using the NYSESLAT Scores to Drive Small Group Instruction
  5. March, 2011: Teacher's College Reading and Writing Project
  6. April, 2011: Strategies that develop literacy in ELLs (Preparing strategies for NYSESLAT)
- In addition to the above PD sessions, each session will include in-service workshops and demonstration lessons.
  - All newly appointed teachers serving ELLs will be provided with the assistance of the school based learning specialists to assist them in planning, delivery of instruction and assessment.
  - All teachers serving ELLs will be encouraged to participate in the NYC Department of Education ELL Teacher Academy and regional professional development offerings.
  - All new teachers, including special education teachers, will be provided with 7 hours of professional development in ESL strategies.

- Teachers' College Reading and Writing Workshop
- ESL, Dual Language, Special Education, General Education teachers and school administrators will attend weekly and monthly professional development.
- These professional development sessions will introduce topics that will be long-term and on-going in our school. Teachers will use common planning periods to collaboratively incorporate what they learned into their teaching practices.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Understanding the importance of parental involvement for a school in order to be successful, we have designated a full time position for a Parent Coordinator. This person will be responsible of working closely with school staff, school leadership teams, parent associations, community groups, and parent advisory councils to engage families and involve them in school communities. He will also be in charged with identifying issues of concern to families and working with school leaders to ensure that these issues are addressed in a timely manner. A detailed explanation of the work of our school Parent Coordinator is as follows:

- 1. Helps the school to develop a family-friendly school climate in cooperation with the principal, teachers, parent organizations, and other staff.**
- 2. Develops programs and activities designed to engage families in improving student achievement and plans these in collaboration with an action team of families, teachers, parent organizations, business-community partners, and the principal.**
  - Designs family involvement programs/activities to help families participate more effectively in improving their children's learning. For example, family reading activities, math and science trainings, parent workshops to target skills that need to be strengthened.
  - Helps families understand standards and assessments, students test scores, rubrics, and the school report card.
  - Facilitates and organize other parent meetings and workshops, as parents' request.
  - Collaborates with school staff, community members, partners and families to develop programs and activities geared to reach families who are underrepresented because of social, economic, racial, and/or language barriers.
- 3. Helps teachers/staff and families develop strong partnerships and enhance communication between parents/families and school staff.**
  - Encourages and supports school staff to reach out to families.
  - Creates ways for families and teachers to meet face-to-face and to know each other, such as class meetings, breakfasts with the principal or assistant principals, and getting-to-know-you activities at PTA meetings.
  - Develops family contact logs for teachers with families' telephone numbers, so that teachers can be in touch with families throughout the year.
  - Works with teachers and other staff to develop learning kits that families can take home to use with their children.
  - Be a liaison between families and teachers when problems arise, more information needs to be shared, or cultural differences are a barrier.
  - Develops a "department parent" system to help teachers communicate important information and deadlines to parents.
  - Arranges for translation and interpretation services for meetings, parent-teacher conferences, telephone calls, and notes home.
  - Communicates regularly with principal about parents' and families' ideas and concerns.
- 4. Develops and implements effective family involvement strategies and activities to empower students and their families.**

- Invites parents to participate in school committees and in the school's parent organization. Work with those groups to help them be welcoming and supportive of new members.
- Recruits parents to be a part of school decision-making committees and meetings. Be sure they have information and background materials to be informed members.
- Documents parent/community activities through visual portfolios that include sign-in sheets, flyers, and pictures.
- Asks parents to evaluate parent meetings and parent/family workshops.
- Surveys families/school community and school personnel to assess the effectiveness of school's partnership programs.

**5. Keeps school staff updated about family involvement activities in the school.**

- Creates a bulletin board about the activities, with pictures.
- Maintains a portfolio of all major activities, with sign-in sheets and photographs.
- Identifies and takes part in learning opportunities, such as conferences and meetings.

We believe in being proactive and reaching out to create partnerships, which provide our children with the finest opportunities that this city/country can provide. The following is a list of our ongoing collaborative efforts:

- Oct 2011 Food Bank For N.Y.C (Cook shop)
- Jan 2011 Coonected Learning Grant- supplying 130 home computers for all 6<sup>th</sup> graders
- Fall 2011 Recipient of Generation-On Service leaders grant program
- Fall 2010 recipient of 200,000 Technology Grant
- Summer 2009- Recipient \$200,000 Technology Grant from Manhattan Borough President S. Stringer
- Spring 2009- **Silk Road/YoYo Ma** project
- Spring 2009- Recipient of **Laura Bush Grant**
- Spring 2009-**Meet the Artist Series** -100 students Lincoln Center /Harlem Sings performances
- Spring 2009-**SkateBoard of Education** Grant to create skate park and equipment
- Winter 2009- Recipient of \$50,000 **SINI Grant** for Technology
- Spring 2009 **Target** Family Reading Grant
- Spring 2009 **National Endowment for the Humanities**-Picturing American Grant
- Fall 2009- Recipient of **Bill Graham Foundation Grant** for School Excellence
- Fall 2008 Start of 4-year partnership with **Carnegie Hall**, implementing the *Blueprint for the Arts*.
- Fall 2008 **SMART Technology** Grant for Beta Technology
- Fall 2008 Grant awarded **Access NYC** Computers for parent involvement \$10,000
- Winners of 2008 **Fund for Public School/Library Reach** Grant
- Winners of 2008 **Children for Children TAP** Grant
- Recipient of \$50,000 **SINI Grant** to purchase Digital Visual Presenters and digital projectors and carts for every classroom.
- Thirty students performed in Nov. 2007 with the **Berlin Philharmonic**
- Presenters at the "**Commitment to Excellence for All Students SED Conference**" May, 2007
- Recipient of 2007 **National Endowment of the Arts** grant, "*We the People*"
- Featured articles about PS 161 in the following publications; *Administrator* Nov. 2006, *Instructor* August 2006, *Converge* Winter 2007
- 2007 Recipient of a **Children for Children Annual Fund Grant** for the creation of a full science lab.
- 2007 awarded the distinction as **SmartTech Showcase School**
- **2006-2007 INTEL/Scholastic Schools of Distinction, Best of the Best Award Winner**
- **Operation Respect ("Don't Laugh at Me" Curriculum)** K through 6<sup>th</sup> Grades
- **Smithsonian Cooper Hewitt National Design Museums**
- **Museum of African History**- Nickens 3<sup>rd</sup> Grade
- **Hispanic Society of America**- 5<sup>th</sup> Grade Data Based Inquiry
- **Learning By Design**- 5<sup>th</sup> Grade Architectural Awareness
- **NYC Soil & Water Conservation**- Harlem Hudson River Soil and water Study Group
- **Lucy Moses School of Music @ Kaufman Center** providing
- **Theatre and Media Clubs**- 5<sup>th</sup> and 6<sup>th</sup> Grades
- **American Ballroom**- 5<sup>th</sup> Graders

- Various Music Ensembles:  
Wind and Strings Program-4<sup>th</sup> through 6<sup>th</sup> Grades- 40 students  
Keyboard program- 4<sup>th</sup> through 6<sup>th</sup> Grades- 30 per grade  
Recorder Program- 3<sup>rd</sup> through 6<sup>th</sup> Grades- 180 students  
Guitar Program- 5<sup>th</sup> & 6<sup>th</sup> Grades- 20 students
- **Young Peoples Chorus of New York**
- **Young Audiences-** Musical theatre/ Spring 4<sup>th</sup> Grade, 10-12 weeks
- **Music for the Brain-** K-2<sup>nd</sup> Grade, fundamental elements & keyboard curriculum
- **VH1-** Music lab providing hardware and over 20 keyboards
- **Aaron Davis Hall**
- **KPMG-** Professional Development in software, system analyst support, contributed entire 2<sup>nd</sup> computer lab, ongoing laptop donation program providing over 30 laptops every few months
- **Say Yes to Education-** providing college education scholarships to over 114 families including sibling and parents. Provides in-house social workers, and literacy coaches, summer enrichment programs
- **Learn to Swim**
- **Lorraine Monroe Institute-** providing staff and administrative professional development
- **TASC-**After School Programs
- **Reading Reform Foundation of New York**
- **Mentoring USA**
- Saturday Literacy and Math Programs
- Adult GED, Language Acquisition, and Technology courses
- **Chess in the School**
- **Smart Technologies-** Grant of Whiteboards
- **Microsoft-**Grants of software
- **Penny Harvest**
- Collegiate Information Academy- early morning learners
- **NY Cares-** Murals, People Power aiding in creation of new art studios
- **Children for Children-** grants
- **Laura Bush Foundation-** – Grants for books
- **NY Road Runners Foundation-** providing a Track and Field Team
- **Take To The Field-** providing a year round artificial turf and playground amenities
- **CCNY, Columbia's Teachers College, and Hunter College-** – tutoring, additional classroom personnel and professional development
- **Counseling in Schools-** social work intervention program

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	18	21	14	17	7	11	6	3	3					100
Intermediate(I)	1	16	6	30	13	12	13	6	9					106
Advanced (A)	26	3	14	10	14	16	27	10	9					129
Total	45	40	34	57	34	39	46	19	21	0	0	0	0	335

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B		5	3	1	2	3	1	0	0				
	I		4	3	0	2	2	5	0	0				
	A		12	10	13	17	9	25	12	5				
	P		16	13	37	11	22	12	8	15				
READING/WRITING	B		18	9	11	6	8	3	3	2				
	I		17	6	30	12	12	13	7	9				
	A		1	8	10	14	16	24	10	8				
	P		1	6	0	0	0	3	0	1				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	9	4	0	27
4	14	17	2	0	33
5	13	17	10	0	40
6	12	6	3	0	21
7	5	13	1	0	19
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8		15		6		2		31
4	11		23		4		0		38
5	5		23		12		5		45
6	5		10		5		1		21
7	3		8		8		0		19
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		12		14		1		33
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	11		8		18		2		39
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	1	15	12	33				
Chinese Reading Test								

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

## Part VI: LAP Assurances

2010 report reveals that across all grades the lowest scoring modality is writing. Across all grades, listening is the highest. This information suggests that a rigorous writing program is critical. The school's Professional Development Team is conducting Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		