



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : DON PEDRO ALBIZU CAMPOS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): M161

PRINCIPAL: PAMELA PRICE **EMAIL:** ppriceh@schools.nyc.gov

SUPERINTENDENT: GAIL REEVES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Pamela Price	*Principal or Designee	
Peggy Girtman-Atkins	*UFT Chapter Leader or Designee	
Natisha Ousley	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Patricia Pozos	Member/	
Patricia Welch	Member/	
Ana Perkins	Member/	
Nazda Palchik-Medina	Member/	
Joanna Loewi	Member/	
Linda Sherrod	Member/	
Gabrielle Deveaux	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Teaching of Literacy: Using Data to Differentiate and Inform Instruction

*By June 2012, increase by 3 % the number of Grades 3, 4, 5, 6, 7, 8 students achieving Level 3 and 4 on ELA, measured by the ELA performance indicator value rising from 29.5% to 32.5%, with a particular focus on Grades 6-8 students who did not make adequate yearly progress

Sub-Goals:

- a) By June 2012, identified at-risk students in Grades 3-8 will improve one level on TC benchmarked reading levels
- b) By June 2012, teacher teams will analyze student work and other formative and summative assessment data in Literacy, develop implications for practice and monitor student achievement results to ensure each student makes adequate yearly progress
- c)) By June 2012, all teacher teams will implement one rich performance task embedded in a rigorous unit of work, aligned to CCLS (NYS)

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

1) Performance data on the State ELA tests indicated that :

- Overall, only 29.5% of students were achieving at level 3 and 4 in the State tests.

2. Progress Data on the State ELA test indicated that:

- 65% of students did make progress, achieving 35% against the peer range and 35.4% against the city range
- The school achieved additional credits for self-contained and SETSS students' achievements in the ELA test (2010/2011).
- There remains however, further work for ELL students who only achieved 36.1% in the 75th percentile and higher as compared to the city's top 20% cut-off achieving 50.0%. As well, the self-contained /CTT/SETTS students achieved 52.3% in the 75th percentile as compared to the city's top 20% cut-off achieving 60.4%.

3) Further analysis of our data reveals the at-risk students in Grades 6-8 did not make Annual Yearly Progress

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) **strategies/activities that encompass the needs of identified student subgroups,**
- b) **staff and other resources used to implement these strategies/activities,**

1. Grade level teacher teams to examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction for all sub groups,
2. Implement PSMS 161 CCLS aligned TC units of work within balanced literacy program, monitor and revise as needed after examining student work and develop further CCLS aligned integrated units
3. As per Chancellor's Instructional Expectations 2011/2012, grade level teacher teams to examine NYCDOE web-based units of work according to Universal

Design for Learning principles, Understanding by Design structure, CCLS aligned rubrics for writing and reading as well as develop clarity of understanding with effective teaching practice and content for unit implementation,

5. Coach teachers as per individually identified needs in specific aspects of the core, balanced literacy instruction, using assessment to inform teaching and learning (data-driven, job-embedded professional development for teachers in terms of reading, writing, spelling and oral language instruction)
6. Professional development for teachers K-8 to focus on specific daily effective teaching practices to meet at-risk students' needs eg guided reading, small group strategy lessons, shared text
7. Further professional development for teachers regarding CCLS- including a focus on text complexity
8. As per Chancellor's Instructional Expectations, conduct 'Looking at Student Work' sessions with teachers, utilizing LASW protocols to: a) analyze student work and align to Common Core Learning Standards, identifying gaps in curriculum content and teaching practice (Fall), b) analyze student work of rich performance task (Literacy) and develop consistency of judgments utilizing CCLS aligned rubrics (Spring), c) analyze each grade's Literacy assessments with Hess's matrix of cognitive rigor to check for balance and range of higher order thinking skills being assessed,
9. Establish Inquiry/Teacher Team of Grades 6-8 students who did not make progress in 2010/2011 and implement action research cycle, aligning Response to Intervention tiers of instruction and intervention informed by data
10. Align all after-school extended day RtI groups to effective literacy instruction by:
 - a) Identifying students who are not at grade level standard as measured by TC benchmark reading levels and other progress monitoring tools such as ongoing informal running records and miscue analysis,
 - b) Researching effective intervention options based on effective teaching and learning of literacy eg. Guiding Readers and Writers: Teaching Comprehension, Genre and Content Literacy for Grades 3-8 (Fountas and Pinnell) and the Leveled Literacy Intervention Kits for K-2 (Fountas and Pinnell)
 - c) Forming teacher teams to work with these students after-school twice weekly,
 - d) Teachers to plan specifically for these students during daily classroom balanced literacy sessions,
 - e) Teachers to receive support from coaches and RtI personnel in planning for these students,
 - f) Out of classroom intervention teachers receive professional development regarding Response to Intervention principles and use of effective and specific intervention strategies matched directly to student needs and informed by effective assessments such as running records and miscue analysis (These teachers also to be responsible for regularly assessing at-risk students progress through common techniques such as running records and miscue analysis, thus building consistency of understanding with classroom and out of classroom teachers and practices)
 - f) Principal and Assistant Principals to ensure regular monitoring of at-risk students' progress occurs through regular monitoring of data (Assessment Wall) , also in formal and informal observations and actionable feedback sessions
 - f) Whole school focus on these students' progress through development of an Assessment Wall which is regularly updated by teacher assessment and used by RtI team members and all teachers to monitor student progress and inform instructional strategies,
 - g) Develop organizational structures and communication processes to ensure tight alignment of classroom instruction with these students to after-school and pull-out instruction, focused on specific text processing and text comprehending strategies as needed by each student (utilize Gretchen Owocki's templates)
11. Test Prep- implement more specifically aligned and balanced literacy based test prep unit of work as indicated by students' reading needs
12. Access Network Instructional team members to support teacher teams' meetings, guidance to coaches and in-classroom coaching
13. Investigate electronic tracking of data for teachers' easy access to data spreadsheets so as to best and efficiently inform instruction

c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teacher teams developing and implementing curriculum aligned to CCLS
- Lead teachers involvement in strategic decision-making processes with CEP and Whole School Strategic Action Plan
- Lead teacher coaches building capacity of all teacher teams in decision-making with regards implementation of Chancellor's Instructional Expectations

Staffing & Scheduling

- Literacy coaches and external consultants appointed
- Scheduling common prep and lab site meetings and aligning consultancy schedule to ensure expert facilitation of teacher teams' looking at student work and CCLS aligned planning
- Scheduling Response to Intervention Team Problem Solving sessions in referring students for further intensive intervention

d) Evidence of Achievement & Timeline for Implementation

Evidence of Achievement

- *Improvements in State test results 2011/2012
- * Agendas of teacher team meetings
- * Coaches'/consultants' logs
- * Out of classroom teachers' monitoring of students' progress indicates growth in text processing and text comprehending strategies
- * School based Universal Screening and Progress Monitoring measures of TC based reading levels of all students, tracked and improved through year
- * Mapping aligned to CCLS as well as analysis of assessments with Hess's cognitive rigor matrix.

Timeline for Implementation

Sept-June : Ongoing scaffolding, coaching, support of teachers in implementation of effective literacy instruction
 Fall: Teacher Team meetings to discuss and explore actions/timeline/ professional development needs related to Chancellor's Instructional Expectations 2011/2012
 Fall: LASW with existing performance tasks from Whole School Mathematics Assessment Framework
 Fall-Winter: exploration, choice, development of Units of work, UbD format, UDL principles, cognitive rigor inherent in task and in unit, building teachers' familiarity with content- development of specific PSMS 161 monthly overview sheets to detail each grade level teacher team expectations
 Winter: Implementation of CCLS unit of work and culminating performance task
 Spring: LASW sessions with teacher teams and performance task from unit & development of implications for next year
 May/June: Development of new Unit of Work and performance tasks (initial/mid-point and culminating)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
 - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - providing assistance to parents in understanding City, State and Federal standards and assessments;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The strategies embedded in the action plan focus on building teachers' knowledge and understanding of the effective teaching of balanced literacy components including shared text, guided reading/small group strategy lessons, independent reading and read alouds. It is also aimed at strengthening this Tier One instruction in a proactive approach so that less referrals are made to Tier Two and Tier Three and ultimately Special Education. To this end the action plan directly details the building of teachers' capacity to provide for targeted intervention for at-risk students aligned to Response to Intervention principles and mandates as per the NYS requirements by July 2012. It also addresses building the Response to Intervention outside classroom teachers' capacity through professional development to address these needs following proven research-based effective literacy practices.

The professional development by both the coaches and the consultants will be tailored to teachers' needs and will aim to specifically build each teachers' ability to effectively teach the components of a balanced literacy program within CCLS aligned units of work. This professional development will include intensive multi-session work with teachers and out-of- classroom teachers on the teaching of reading, with a strong focus on taking and using running records and miscue analysis to inform instruction, for all teachers and paraprofessionals (eg. Using assessment data from running records to inform classroom and intervention teaching; guided reading strategies). This professional development will deliberately include the RtI team and specialist and cluster teachers

* Utilizing professional development activities to support the teaching strategies required for the implementation of an effective differentiated and balanced literacy program

This professional learning plan will also focus on specific "Looking at Student Work" sessions with teacher teams in the Fall (for Gap analysis with CCLS, as per Chancellor's Instructional Expectations) as well as in the Spring when analyzing the students work with the performance task implemented as part of the unit of study in the Winter (aligned to CCLS and as per the Chancellor's Instructional Expectations). Other teacher team meetings will also focus on Looking at Student Work sessions to collaboratively analyze running records, building consistency of judgments among all staff and aligning data to classroom instruction, in order to differentiate reading instruction, specifically using miscue analysis, comprehension assessments as applied to balanced literacy components of daily literacy instruction.

This inquiry work will provide a common forum for building consistent understandings of the CCLs expectations in curriculum and teaching as well as provide a basis for understanding the needs of the PSMS 161 students' current gaps in understandings with the CCLs and thus the consequent adaptations and revisions needed in curriculum (the tasks) and the teaching.

Lastly the professional development plan will build teachers' understandings, knowledge and skills to be able to develop, implement and evaluate a specific rigorous CCLS aligned unit of work within which is embedded a rich performance task by Winter as per the Chancellor's Instructional Mandate 2011/2012 and informed by Universal Design for Learning Framework principles

Service and program coordination

We have a network of partnerships that help to support the teaching of literacy by providing additional persons in the classrooms, professional development for teachers and parents as well as more resources such as computers ,smartboards in all classrooms, more hours in the school library for students, host of supplemental materials in literacy.

Budget and resources alignment

The correlation of budget and resources is evident in the work Assistant principals, regular education teachers, special education teachers, ESL teachers, guidance counselors, librarian. Each person or group of instructors impact student learning. These resources are used during the regular school day and the extended day. These teachers are funded through Title I, Title III, Contract for Excellence, Tax Levy SBST, Tax Levy Parent, and TL Fair Student Funding. Additional materials, such as Kaplan, and Coach are bought and used in the classrooms to support instruction in literacy that is aligned to Common Core Learning Standards. Title I Fair Share Funding will be used for per session and instructional supplies. Title I SWP funds will be used to pay for TC professional development. Tax Levy Children's First funds will be used for per diem to pay for substitute when the teachers attend professional development sessions and intervisitations to other schools.

- Funding for two Literacy Coaches and Special Education coach to support effective implementation of city-wide expectations
- Funding for 4 TC Literacy Consultant to facilitate Looking at Student Work, Curriculum, PD on Reading and Writing/ Units of Study, Balanced Literacy Components/ CCLS aligned Curriculum
- Funding for Tier Two and Three Response to Intervention team members allocated through Title IIA, Title I, Tax Levy Fair Student Funding

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Effective Math Pedagogy, Assessment, Differentiation and Intervention

By June 2012, the percentage of students achieving Levels 3 and 4 in Mathematics in Grades 3, 4, 5, 6, 7, 8 will increase 2% from 44.2 % in the 2010-2011 school year to 46.2 % in the 2011-2012 school year

Sub-Goals:

- a) For Grades K-3 students identified as being below grade level benchmark standards in Mathematics to progress one phase (Numeration/Counting) as measured by the Early Childhood Mathematics Assessment Interview
- b) For Grades 4-5 students identified as being below grade level benchmark standards in Mathematics to progress one phase (Numeration) as measured by the Early Childhood Mathematics Assessment Interview and one strategy as measured by the Basic Facts Interview grid
- c) For Grades 6-8 students identified at-risk as being below grade level benchmark standards in Mathematics to progress one strategy as measured by the Basic Facts Interview grid
- d) By June 2012, teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced mathematics instruction for all subgroups
- e) By June 2012, all teacher teams will implement one rich performance task embedded in a rigorous unit of work, aligned to CCLS (NYS)

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In the 2011/2012 State Mathematics test, 44.2% of the Grades 3-8 students achieved a performance level 3 or 4 with the average student proficiency rating being 2.92. This indicates a need to build students' mathematical thinking and reasoning skills further, particularly in the area of Number Sense as made evident in assessments like ECAM and Basic Facts Interview.

The students' median adjusted growth percentile was 56.0, 33.5% of the peer range and 25.1% of the city range. The school's median adjusted growth percentile for the school's lowest third was 65.0.

With regards the closing the achievement gap credits achieved by the students at PSMS 161, only 29.1% of English language Learners achieved a Level 3 or 4, with the city's top 20% cut-off being 50.0%.

Of the lowest third of students city-wide, only 40.9% of students at PSMS 161 achieved a level 3 and 4 as compared to the top 20% of schools citywide cut-off of 50.0%.

Of note the sub-group of *Pam Your data person needs to fill in the data analysis of this- has the network given you any breakdowns done by their data person?*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

a) Strategies/activities that encompass the needs of identified student subgroups,

b) Staff and other resources used to implement these strategies/activities,

1. Grade level teacher teams to examine and analyze formative and summative assessment data to develop implications for practice within daily balanced mathematics instruction for all sub groups,
2. Implement PSMS 161 Mathematics K-8 pacing calendars incorporating tiered, differentiated Workshop Model Everyday Math/Impact/Connect lessons, aligned to CCLS, Guided Math intervention sessions and incorporating a focus on the Mathematical Practices and higher order thinking through various levels of problem solving including, Exemplars' tasks, Open Response tasks and the CCLS aligned unit of work and performance task
3. Grade level teacher teams to examine NYCDOE units of work according to Universal Design for Learning principles and Understanding by Design structure as well as develop clarity of understanding with effective teaching practice and content for unit implementation
4. Implement CCLS aligned unit of work and performance task (Winter)
5. Coach teachers as per identified needs in various aspects of balanced mathematics instruction, using assessment to inform teaching and learning
6. Conduct 'Looking at Student Work' sessions with teachers to: a) analyze student work and align to Common Core Learning Standards, identifying gaps in curriculum content and teaching practice (Fall), b) analyzing student work of rich performance task(mathematics) and develop consistency of judgments utilizing CCLS aligned rubrics (Spring), c) analyze each grade's Mathematics assessments with Hess's matrix of cognitive rigor to check for balance and range of higher order thinking skills being assessed,
7. Focus on ensuring weekly Guided Mathematics sessions meet the needs of ALL students as informed by data
8. Establish Data Inquiry/Teacher Team of at-risk students evidenced in State test Data (Levels 1 and 2 in Grades 3-8), and also determined by ECAM data (by phases determined)

9. Align all after-school ,extended day, RTI groups to effective mathematics instruction by :
 - a) Identifying students who are not at grade level standard as measured by diagnostic tools eg. ECAM, Numeration/Operations CCLS-aligned Diagnostics, Basic Facts interview grids,
 - b) Forming teacher teams to work with these students after-school and Power Saturday Program
 - c) Develop organizational structures and communication processes to ensure tight alignment of classroom instruction with these students to after-school instruction, focused on students' specific misconceptions and needs,
10. Data-driven, job-embedded professional development for teachers in terms of Mathematics instruction focused on tiered differentiated workshop model lessons, looking at student work sessions to inform guided math and daily workshop model lessons, CCLS alignment and gap analysis with curriculum/units of work/performance tasks/CCLS knowledge and understandings,
11. Test Prep- implement more specifically aligned, differentiated and individually targeted balanced mathematics based test prep unit of work as indicated by students' mathematics needs, implemented 30 days before test,
12. Teachers, Coaches, Principal and Assistant Principals to monitor and review ongoing student data to inform knowledge of student progress and check with teachers as to students needs when not exhibiting growth; support and scaffold intervention to ensure ongoing growth of each child in mathematical thinking, reasoning and understanding,
13. Access Network's instructional specialists to further support teachers' meetings, guidance to coaches and in-classroom coaching,
14. In addition to these resources, strategies, and activities, we at PS/MS 161 coordinate and facilitate activities and programs such as: a) Family Math Game Night – twice a year for grades 3 through 8; b) our first annual Multiplication Bee Contest for grades 3 through 5; c) Our first Junior Math Coach program where the Middle Schools 8th graders work with our 3rd and 4th grades struggling students in basic math skills practicing strategies and automaticity of number facts through math games.
15. This school year we have launched a program, ST Math an Integrated Instructional System in partnership with MIND Research Institute. All students in 2nd through 3rd grade will participate in this pilot program.

c)Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Focus of the work in Mathematics is in grade level teacher teams to empower teachers to reflect and plan for their individual needs in relation to effective teaching and learning of mathematics
- The number of Looking at Student Work sessions this year will ensure teachers remain focused on evaluating the effectiveness of the actions in the plan and inform their adjustments/ modifications to curriculum and their teaching
- June Planning sessions to align CCLS to units of work and build teachers' capacity in planning further CCLS units of work for next year will focus on empowering teachers to reflect on students' work this year and , using identified students and teachers' needs with regards CCLS implementation, develop a cohesive and comprehensive and rigorous curriculum map for each grade for 2012/2013
- Teacher leaders are involved in whole school strategic planning in the School Leadership Team and the yearly whole school planning retreat to set the focus and direction of the 2012/2013 school year
- The coaches will facilitate teacher leadership in grade level meetings focused on looking at student work sessions, planning sessions and reflection sessions on the implementation of the tiered Workshop Model lessons, guided math sessions, problem solving sessions
- Investigate electronic tracking of data for teachers' easy access to data spreadsheets so as to best and efficiently inform instruction

Staffing and Scheduling

1. Mathematics coaches and external consultants appointed
2. Scheduling common preps and aligning consultancy schedule to ensure expert facilitation of teacher teams' looking at student work and CCLS aligned planning
3. Assistant Principals responsible for ensuring and monitoring instructional expectations in Mathematics with various grade levels,
4. Use funds from Title 1 funds to pay for Mathematics Consultant to facilitate Looking at Student Work and Curriculum Mapping aligned to CCLS as well as analysis of assessments with Hess's cognitive rigor matrix

e) Evidence of Achievement and Timeline for Implementation

Evidence of Achievement

1. Improvements in State test results 2011/2012
2. Whole School assessment Framework data tracked and monitored each marking period
3. Students' phases of development as measured by Early Childhood Assessment in Mathematics (ECAM) and Booker Profiles Numeration and Operations pre and post-tests tracked and monitored, showing progress
4. Agendas for Teacher Teams' meetings and sign-on sheets
5. Consultants' and coaches' logs and yearly professional development plans

Timeline for Implementation

Sept-June : Ongoing scaffolding, coaching, support of teachers in implementation of effective mathematics instruction

Fall: Teacher Team meetings to discuss and explore actions/timeline/ professional development needs related to Chancellor's Instructional Expectations 2011/2012

Fall: LASW with existing performance tasks from Whole School Mathematics Assessment Framework

Fall-Winter: exploration, choice, development of Units of work, UbD format, UDL principles, cognitive rigor inherent in task and in unit, building teachers' familiarity with content- development of specific PSMS 161 monthly overview sheets to detail each grade level teacher team expectations

Winter: Implementation of CCLS unit of work and culminating performance task

Spring: LASW sessions with teacher teams and performance task from unit & development of implications for next year

May/June: Development of new Unit of Work and performance tasks (initial/mid-point and culminating)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
 - organized Math Game Nights

establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The strategies embedded in the action plan focus on building teachers' knowledge and understanding of the effective teaching of balanced mathematics components including four days a week tiered, differentiated Workshop Model lessons, one day week Guided Mathematics sessions, one day week scaffolded problem solving session with Exemplars focused on modeling and scaffolding students' ability to write and represent their

thinking and reasoning skills mathematically. It is also aimed at strengthening this Tier One instruction in a proactive approach so that less referrals are made to Tier Two and Tier Three and ultimately Special Education. To this end the action plan directly details the building of teachers' capacity to provide for targeted intervention for at-risk students aligned to Response to Intervention principles and mandates as per the NYS requirements by July 2012. It also addresses building the Response to Intervention outside classroom teachers' capacity through professional development to address these needs following proven research-based effective Mathematics practices.

The professional development by both the coaches and the consultants will be tailored to teachers' needs and will aim to specifically build each teachers' ability to effectively teach the components of a balanced Mathematics program within CCLS aligned units of work. This professional development will include intensive multi-session work with teachers and out-of- classroom teachers on the teaching of Mathematics, focusing particularly on Number Sense, including mental computation. (eg. Using assessment data to inform classroom and intervention teaching; guided math intervention strategies). This professional development will deliberately include the RtI team and specialist and cluster teachers

*
* Utilizing professional development activities to support the teaching strategies required for the implementation of an effective differentiated and balanced mathematics program

This professional learning plan will also focus on specific "Looking at Student Work" sessions with teacher teams in the Fall (for Gap analysis with CCLS, as per Chancellor's Instructional Expectations) as well as in the Spring when analyzing the students work with the performance task implemented as part of the unit of study in the Winter (aligned to CCLS and as per the Chancellor's Instructional Expectations). Other teacher team meetings will also focus on Looking at Student Work sessions to collaboratively analyze students' work with performance tasks, building consistency of judgments among all staff with regards the CCLS Mathematics Practices and Content domains, and aligning data to classroom instruction, in order to differentiate mathematics instruction.

This inquiry work will provide a common forum for building consistent understandings of the CCLs expectations in curriculum and teaching as well as provide a basis for understanding the needs of the PSMS 161 students' current gaps in understandings with the CCLs and thus the consequent adaptations and revisions needed in curriculum (the tasks) and the teaching.

Lastly the professional development plan will build teachers' understandings, knowledge and skills to be able to develop, implement and evaluate a specific rigorous CCLS aligned unit of work within which is embedded a rich performance task by Winter as per the Chancellor's Instructional Mandate 2011/2012 and informed by Universal Design for Learning Framework principles

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In our quest to service our students a myriad of services will be provided through professional development for teachers on an on-going basis, parent workshops, instructional intervention for ELLs, SWD's and students on grade and above as well assistant principals to monitor what is going in the classrooms during the regular and extended days of instruction.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax Levy Parent, Tax Levy Fair Student, Title I Student, Tax Levy IEP Para, Title I SWP, Math coaches for grades K-4 and 5-8, AUSSIE consultants, Assistant Principals, small group instructions of targeted population as indicated in Progress Additional materials from Kaplan, Rally, and Coach, and technology support.

Tax Levy Parent, Tax Levy Fair Student, Title I Student, Tax Levy IEP Para, Title I SWP,

Math Coaches for grades K-4 and 5-8, AUSSIE consultants, assistant principals, small group instructions of targeted population as indicated in Progress Reports, after school, and Power Saturday instruction

Additional materials from Kaplan, Rally, and Coach, and technology support Title I Fair Share Funding will be used for per session and instructional supplies.

Title I SWP funds will be used to pay for AUSSIE professional development. Tax Levy Children's First Network funds will be used for per diem to pay for substitute when teachers attend professional development sessions and intervisitations to other schools.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

BEHAVIOR MANAGEMENT: Safety and Respect

By June 2012, improve the Safety and Respect score on the Learning Environment Survey 2012/2013 from 7.7 to 8.0, through the collaborative development and implementation of a consistent and cohesive Whole School K-8 Behavior Management Plan

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 1. The Learning Environment Survey 2010/2011 indicated a school score of 7.7, being 75% of the peer range and 57.7% of the city range, which is a decrease in satisfaction from the 2009/2010 year, particularly from the teachers and the students. Further investigation of the indicators revealed that only 60% of teachers felt order and discipline were maintained at the school, a decrease from 74% in the previous year, 2009/2010. Additionally only 85% of students stated they felt safe in the hallways, locker rooms and bathrooms, a decrease from 93% the previous year. This perception data indicates a need to investigate further, plan for and act on this area of concern this year.
 2. Qualitative informal data from administrators, teachers, dean, parent coordinator, parents and students also reveals a strong need for consistency of handling behavior management cases to ensure students', teachers', parents' roles, rights and responsibilities in terms of behavior are all recognized. Clear expectations of rules, responsibilities and consequences are needed throughout the school to ensure safety and respect for all school community members.
 3. The Teacher's Survey November 16, 2011 indicated a score of 17% of the students at the school treat teachers with respect. 15% of the teachers felt that school leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

a)Strategies/activities that encompass the needs of identified student subgroups,

b)Staff and other resources used to implement these strategies/activities,

1.Organize Behavior Management Team of teachers, coaches, Dean, Assistant Principals, Principal and organize plan of action including:

*Put up signs that direct the Middle School traffic so that all community members would know the routine.

*Place Behavior Posters to remind students of the appropriate behavior to display.

*Send email school wide to all staff of the changes that are taking place in each academy via the Weekly news (Transperency)

*Budget line for a Dean has been allotted:

*Professional Development Sessions on:

* Teacher Stance and Body Language

* Students' Saving Face

- * Peace Path of “I” Message
- * Contract for Discipline – student signature
- * Contract for Discipline – Parent Signature
- * Town Hall Review of DOE Discipline Code
- * Discipline Team Workshops on Bullying Training
- * Teacher/Staff Workshop on Bullying
- * Team to conduct current reality audit regarding current areas of misbehavior in school and actions taken
- *Team analyzes behavior management data from Dean and classroom teachers
- * Team to research best practices in behavior management eg. Glasser’s theories of choice theory behavior management
- *Professional Development for teachers and teaching assistants on effective behavior management techniques in classroom, and outside classroom areas
- * Team researches other school’s whole school behavior management plans
- * Team develops draft policy and shares with whole staff for feedback
- * Team shares with parents and encourages feedback
- * Principal and Assistant Principals, coaches, teachers share processes with students
- *Implementation phase involving mid-year/end of year monitoring

c)Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teachers will form the core Behavior Management group and will lead the development of the Whole School Behavior Management Plan
- This teacher leadership group will regularly monitor and evaluate the effectiveness of the development of the plan and will lead the consequent school-wide implementation

e)Evidence of Achievement & Timeline for implementation.

Evidence:

1. The PSMS 161 Whole School Behavior Management Plan is collaboratively developed and implemented
2. Learning Environment Survey responses will increase at least 5%, particularly by teachers and students

Timeline:

1. December,2011- team formed and meetings held to discuss needs and conduct current reality audit
2. February 2012- Investigate other policies and plans
3. March 2012- develop draft whole school behavior management plan
4. April 2012- share with staff and gather feedback- adapt plan as needed
5. May 2012- Implementation- share with whole staff, students, parents; ; Professional development with teachers re behavior management; parent meetings with parents
6. June 2012- monitor implementation and adapt routines, processes and forms/templates

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- organize anti-bullying parent workshops
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

supporting parental involvement activities as requested by parents;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Professional learning is embedded within the action plan in developing the whole school behavior management plan. The core teacher team will lead the development and implementation of the plan and in so doing, will explore research and professional development that builds teachers' understandings and knowledge. In sharing the plan with teachers, professional development will be implemented focused on building all teachers' understandings of effective behavior management. Network staff will be accessed for further support in implementing the plan.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

SAPIS, Principal, Assistant Principals, Dean, Guidance Counselors, Parent Coordinator, Peer Mediators, Human Rights Commission representatives, teachers, outside consultants, Parent Involvement, Student Government, DYO 10 step non-negotiable rules of behavior by 2012.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax Levy, Tax levy Fair Student, Title I, Title III, OASAS, NYSTL

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal

By June 2012, 100% of teacher teams have collaboratively developed, implemented and evaluated rigorous curriculum maps in Literacy and Mathematics aligned to NYS Common Core Learning Standards

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- In order to ensure instructional coherence, the need for curriculum alignment through teacher was evident.
- Based on our students current level of performance in regards to state academic content and student achievement standards, our school can benefit from consistent and coherent monitoring, revising, and alignment of literacy and mathematics goals and instruction as based on the NYS Common Core Learning Standards
- PS/MS161 20210/2011 Quality Review recommended a clear focus on embedding higher order thinking skills, differentiation, rigorous thinking and project-based learning so that all students have the opportunity to undertake research and be more active learners.
- The students' item analysis results from the Performance Assessments have also indicated the need to develop integrated units of work, embedding richer performance or project based learning tasks that develop higher order thinking skills, aligned to the CCLS.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
a)Strategies/activities that encompass the needs of identified student subgroups,
b)Staff and other resources used to implement these strategies/activities,
 1. Teacher teams receive further training in CCLS, cognitive rigor Hess's matrix on cognitive rigor, higher order thinking skills and curriculum mapping with external consultants and coaches
 2. Teacher teams develop, implement and evaluate CCLS aligned integrated units of work, mapping out the 2011/2012 year
 3. Teacher teams monitor and review progress of writing about reading and writing math.
 4. Teacher teams meet regularly share analysis of class performance assessments and resulting student data. Based on this data analysis, they will revise their units of study(keeping in mind project based learning and higher order thinking skills) to ensure that the CCLS aligned curriculum maps being developed address the grade-level expectations and individual students needs.
 5. Teacher teams meet to collaboratively share data results and revised curriculum mapping with administration and school community.

Evidence

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

1. Teacher developed curriculum maps in Literacy and Mathematics aligned to Common Core Learning Standards (NYS) for K-8 grade levels

2. Curriculum maps cross-checked for rigor using Hess's cognitive rigor matrix.
3. Student data reflecting revised curriculum mapping aligned to developing more higher order thinking skills
4. Agendas of teacher team meetings
5. Data Analysis Binders contain a thorough evaluation of performance based tasks that identify the trends and patterns in student performance.
6. Individual student work folders identifying students' specific learning needs.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - holding an annual Title I Parent Curriculum Conference;
 - hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
 - encouraging more parents to become trained school volunteers;
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Teacher leadership will be facilitated with teacher grade level teams leading curriculum mapping, thus building their knowledge and understanding of rigorous curriculum design
- Professional development will be provided by both coaches and consultants to specifically build each teacher's ability to effectively analyze data from the performance based task assessments.
- Professional development activities to support the implementation of Hess's cognitive rigor matrix.

- Similar to literacy, the professional development plan will build teachers' understanding, knowledge, and skills to be able to develop, implement, and evaluate a specific rigorous CCLS aligned unit of work within which is embedded a rich performance task by winter as per the Chancellor's Instructional Mandate 2011/2012 and informed by Universal Design for Learning Framework principles.
- The teacher teams will provide a common forum for building consistent understanding of higher order thinking skills, differentiation, project based learning, and overall CCLS expectations in curriculum and teaching as well as provide a basis for understanding the needs of the PS/MS 161 students' current gaps in understanding with the CCLS and thus the consequent adaptations and revisions.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Coaches, teachers meet twice a week to look at student to make determination about student's growth and plan lesson accordingly differentiate instruction, outside consultants from AUSSIE and Teachers' College, Assistant Principals.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I, FSF, Title IIA, Title III, Coaches provide professional development and model desired outcomes, teacher inquiry groups, small group instruction created based on trends noticed from data analysis, DIY curriculum map for Performance Tasks by 2012.. Title I SWP funds will be used to pay for Teachers College and AUSSIE professional development Tax Levy Children's First Network funds will be used for per diem to pay for subs when teachers attend professional development sessions.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	20		N/A	N/A	1			
1	24		N/A	N/A	2			
2	24		N/A	N/A	3			
3	28		N/A	N/A	2			
4	28				7			
5	32				7			
6	26				5			
7	15				11			
8	12				11			
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<ul style="list-style-type: none"> • Students in grades K-8 who have been identified as at-risk (based on not meeting state standards and/or performing at Level 1 or Level 2 on the NYS ELA) have an opportunity to receive Tier One, Tier Two, and Tier Three intervention services in order to be engaged in the same opportunities of meaningful literacy. • Students receiving Tier One intervention services are immersed in the workshop model with each student matched to reading texts on their level. Within this workshop model, opportunities for guided reading and strategy groups take place. • Students are immersed in a variety of balanced literacy components (shared reading & writing, interactive reading & writing, read alouds, discussions etc.) in order to increase their reading and writing skills and strategies. • Students identified as in need for receiving Tier Three intervention services are immersed in a small group setting with time devoted to rich instructional and reinforcement activities which includes teacher modeling, shared and guided practice, and independent application. These identified students obtain targeted literacy instruction 30 minutes daily in addition to their in-class literacy instruction. These 30 minutes are comprised of independent reading and decoding problem solving, word study, shared reading and writing, and writing about reading. • The use of literature in the small groups, following the guided reading model, helps to enhance higher order thinking and questioning skills. • Oral language development is also a targeted literacy intervention and reinforced during shared planning of ideas in composing a shared writing text. • Tier Three intervention services are provided during the school day using the pull-out model with designated RTI teachers. • Classroom and RTI teachers assess the students using specific and targeted assessments monitoring for progress in six-week cycles. Assessments include running records to assess for fluency, comprehension, and decoding as well as a reading skills assessment to assess for monitoring for sense, Inferencing, predicting, and interpretation/understanding author’s purpose and overall message. • Intervention strategies are also implemented to ensure students are receiving skills

	and strategies helping them to reading and writing skills as aligned to the CCLS.
Mathematics	<ul style="list-style-type: none"> • Students identified as at-risk in grades K-8 receive Tier One and Tier Two intervention within the classroom environment in order to establish a continuum of support for students identified at-risk (as determined by their performance on the NYS Mathematics Exam and ECLAM assessment). • After school groups in mathematics have been implemented as a structured and rigorous program to address numerous mathematical strands, concepts, and components in a cyclical integration of each other in order to help students learn and retain math skills and strategies in a meaningful way. • Weekly guided math groups take place in every classroom in order to target individual students' needs and as based on analysis of student math data. • Individualized student instructional activities and assessments are created by teachers for students in order to tackle the particular skills and standards they are currently struggling with and need additional support in order to master. • Based on student data analysis, math automaticity games are self-created by students in order to boost their automaticity in their basic math facts and to help increase their overall mathematical computation and understanding. • Weekly Exemplars take place in the classroom in order to increase language acquisition, mathematical vocabulary, and writing about mathematics. These Exemplars also provide opportunities for students to be immersed in word problems and mathematical thinking using math strategies tailored to fit their individual needs.
Science	<ul style="list-style-type: none"> • Tier One intervention is implemented in grades K-8 in order to tackle the NYS Science Standards. Intervention is provided in order to address student needs regarding science vocabulary and science inquiry. • Small group work is conducted in order to provide interventions in order to meet specific student needs and take them further into being engaged and proficient. • Content area reading and writing addresses students' needs in building up their scientific literacy.
Social Studies	<ul style="list-style-type: none"> • Tier One intervention is provided for students in grades K-8 in order to address student needs in social studies. • Small group work is conducted based on analysis of student data around

	<p>comprehension, analysis, identification, and writing responses.</p> <ul style="list-style-type: none"> • Multi-media tools are used to help students analyze documents, texts, pictures, charts, and maps. • Field Trips are arranged for students requiring more understanding and immersion in the social studies content.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • The guidance department provides support services to students both identified 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.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • The school psychologist helps teachers and the school, address some of the biggest academic challenges by providing suggestions in regards to progress monitoring and intervention strategies based on the identified academic and behavioral needs of the student. • The school psychologist helps to bridge the school and home/family gap in order to increase communication, possible at-home interventions, overall academic success, and school-home partnerships. • If needed, the school psychologist will complete an evaluative process for students that have been referred due to academic delays and/or speech impairments in order to identify further supports and services that might be beneficial for the student. .
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • The social worker along with the school psychologist will help provide suggestions to teachers, administration, and parents on addressing identified at-risk students' academic, behavioral, and/or social-emotional needs in order to increase instructional excellence and overall academic success. • If needed, the social worker will be available to discuss with identified at-risk students relevant issues currently impairing their academic success. • Also if needed, the social worker will assist in the evaluation of students that have been identified as at-risk by conducting observations of the student, and interviews of the teacher (s) and parent (s).
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY 2011/2012

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS/MS 161, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS/MS 161's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. PS/MS 161 will support parents and families of Title I students by:

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

PS/MS 161's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and

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

In developing the PS/MS 161 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS/MS 161 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator or a dedicated staff member to serve as a liaison between the school and families. The Parent Coordinator or dedicated staff member will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the

school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PS/MS 161 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT 2011/2012

PS/MS 161, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS/MS 161 staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review on

September 30, 2011.

This Parent Involvement Policy was updated on November 30, 2011.

The final version of this document will be distribute to the school community on December 21, 2011

and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Lucius Young	District 05	Borough Manhattan	School Number 161
School Name Don Pedro Albizu Campos			

B. Language Allocation Policy Team Composition [?](#)

Principal Pamela Price	Assistant Principal Jose Luis Soto Jr.
Coach Nazda Palchik-Medina	Coach Gabrielle Deveaux
ESL Teacher Cristina Navas	Guidance Counselor Nelson Fernandez
Teacher/Subject Area Jeannette Toro	Parent Betty Checo
Teacher/Subject Area Mayra Valerio	Parent Coordinator Kareem Williams
Related Service Provider Joanna Loewi	Other
Network Leader Lucius Young	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	8	Number of certified bilingual teachers	17	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	951	Total Number of ELLs	291	ELLs as share of total student population (%)	30.60%
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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. 

1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). The HLIS is administered by trained pedagogues (Mr. Fernandez, Mr. Jarrett, and Ms. Alonso) through informal interview and with the presence of a translator if necessary. After the interview, newly admitted students whose parents/guardians indicate a home language other than English on (HLIS) are informed of the mandatory Parent Orientation given within the first ten days of school.

Newly admitted students whose parents/guardians indicate a home language other than English on (HLIS) are administered the Language Assessment Battery (LAB-R) within 10 school days of admittance. The LAB-R is facilitated by the ESL/ Dual Language Coach 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.

In PS/MS 161, the ELL Support Team (comprised by an appointed AP, Dual Language/ESL Coach and ESL teachers) meet once a year, before classes start, to evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT). During this meeting, the team analyzes students' growth in all different language components (listening, speaking, reading, and writing). This analysis includes a detailed study of scores across the years in order to identify and group ELL students based on strengths and weaknesses in the different language components tested in the NYSESLAT. During this meeting, the team also analyzes results of ELL students in other state exams such as English Language Arts (ELA) and math. State exams scores are put side by side to the results of the NYSESLAT and then seen as a whole in order to build a more holistic picture of each of our ELL students. Then, the team uses all this information to create individual goals and to write an action plan for the year based on the grade and the proficiency level of each of these students.

2. To ensure that parents understand the program choices available at our school, the ELL Support Team conducts a parent orientation meeting, within the ten first days of school, 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 first view the video and then have the opportunity to discuss educational issues with a representative from each of the different programs available at our school. All presenters at this meeting are certified ESL and/or Bilingual teachers who inform parents about the differences, the expectations, and the level of English support in each of these programs. Included in the orientation meeting is information regarding maintaining their child in the program selected and an emphasis on the research based premise that switching between programs is not academically sound.

3. After parents watch the Parent-Connection Orientation Video for Parents of Newly Enrolled ELLs and presenters answer all questions and concerns, parents are asked to complete the Parent Survey and Program Selection form that offers them to select between an ESL, Dual Language, or a Transitional Bilingual Program. These parent surveys are gathered immediately following the orientation

and submitted answers are analyzed by administration. Parents who are unable to attend this Orientation Meeting receive all information (brochures, survey, and consents) via mail. Once all surveys and consents are given out, classroom teachers make sure these forms are signed and returned to the school. Parents who do not send back any of these forms will be asked to complete the paperwork and survey with guidance and information from an ESL representative/provider during our first Parent-Teacher Conference in November.

4. The criteria and procedures used in order to place identified ELL students in the appropriate instructional programs includes granting parents their request for the instructional program for their child. However, if a parent chooses an instructional program that we do not currently have available in the school, parents are offered the option to have their child placed on a waiting list until the school reaches the necessary amount of students to open that particular instructional program. On the other hand, if a parent expresses an urgency in placing their child within the desired instructional program, parents then are offered the option to have their student placed in another school setting that has the desired instructional program currently available. Additionally, 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.

5. After reviewing the Parent Survey and Program Selection forms from the past few years, the trend our school has noticed among parents of newly ELLs is for them to opt for the Dual Language Program available in our school. Students, who are new to the school but not necessarily new to the NYC system, tend to opt for ESL services in monolingual classrooms. In our school, out of 291 ELLs, 92 are placed in Dual Language classrooms. This is approximately 31% (or 1/3) of all our current ELL population. The other 69% (or 2/3) of ELLs opt for ESL services in monolingual classrooms.

6. In regards to the program models offered at our school there is no disparity with the alignment of program offerings and the parents’ requests. Based on the Parent Survey and Program Selection forms, parent choices for instructional programs have fallen into either the ESL service in a monolingual classroom or for the Dual Language program. Additionally, currently, we have no parent requests for a transitional bilingual instructional program.

Part IV: ELL Programming

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●
------------------------------------------------------------------------------------------------	------------------------------------------------------------

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes*	No●	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)	1	1	1	1	1	1	1							7
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1	1	1	1					9
Total	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	291	Newcomers (ELLs receiving service 0-3 years)	207	Special Education	76
SIFE	29	ELLs receiving service 4-6 years	66	Long-Term (completed 6 years)	18

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	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	76	12	5	6	0	1	0	0	0	82
ESL	131	17	28	60	0	33	18	0	9	209
Total	207	29	33	66	0	34	18	0	9	291

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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

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
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	6	10	14	9	6	15	14	10	16	9	16	7	10	13					82	73
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	6	10	14	9	6	15	14	10	16	9	16	7	10	13	0	0	0	0	82	73

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 54

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 73

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 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	9	25	19	17	24	15	26	30	13					178

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
Chinese		1												1
Russian														0
Bengali		1												1
Urdu														0
Arabic	1	3	2	2	4	3	6	2	5					28
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	10	30	21	19	28	18	32	32	18	0	0	0	0	208

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Programming and Scheduling Information

1a. The instruction delivered at our school follows various organizational models. In regards to the Dual Language Program, instruction is given mainly through the self-contained model. However, in regards to the ESL Program, instruction is delivered to the students using the push-in model for intermediate and advanced ELLs and pull-out ESL services for beginning level ELLs. Lessons are conducted in a small group setting.

A. Programming and Scheduling Information

1b. In regards to the program models, there are two distinct program models utilized within our school: the Dual Language Program and the ESL Program. Please see brief description of each of these programs below.

Dual Language Program:

- This academic year there are seven (7) Dual Language K -6 classes implementing the self-contained program model.
- In our Dual Language program, the targeted languages of proficiency are Spanish and English.
- 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 Program

- Push-in services for intermediate and advanced ELLs and pull-out ESL services for beginning level students.
- ESL instruction is provided by six fully certified ESL teachers which are continuously attending professional development sessions.
- The ELL program will be monitored by a certified assistant principal.

2. The organization of our staff is instituted in such a way to ensure that the mandated number of instructional minutes is provided according to proficiency levels for each of our students. In regards to the Dual Language Program, academic instruction takes place through both languages on a 50/50 every other day model. All subjects are taught in both English and in Spanish on different days. Instruction that is delivered in English is taught using ESL strategies, methods, and techniques. During days where instruction is delivered in Spanish, students receive literacy, math, and all other content areas in this language.

In regards to the ESL Program, push-in services are offered to intermediate and advanced level students. Students are grouped by levels determined by the LAB-R and/or NYSESLAT results. Pull-out services are offered to beginning level ELLs. 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).

3. In regards to the Dual Language Program, content area instruction is delivered in both languages, English and Spanish. Dual Language teachers 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. The instructional model uses the core curriculum which focuses on balanced literacy and mathematics and it is in alignment with the Common Core Standards.

ESL services given in monolingual classrooms, is provided by six fully certified ESL teachers. The English proficiency level of each student is measured each year by the NYSESLAT and then the level of instruction is appropriately determined for instruction. In PS/MS 161, 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. Additionally, starting this year, all ESL teachers' lessons are aligned to Common Core Standards. ESL teachers use strategies within the balanced literacy model to deliver academic instruction to provide additional support for our students and all lessons are conducted in small group settings.

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. 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). 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 as well to make content comprehensible and to enrich language development. ESL teachers integrate technology in lessons when modeling, using for active engagement and/or for independent work. Websites such as Starfall, ESL-activities, Riverdeep, Brainpop, and other sites with interactive games are infused with lessons to address the different kinds of learners and the language component in need. In dual language classrooms, 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

A. Programming and Scheduling Information

the matter in diverse ways (through minilessons, partner talks, labs, independent work, and group activities).

Shared reading, guided reading, strategy lessons and read alouds are some instructional approaches used in social studies and science 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 dual language classrooms, components of balanced literacy are used to teach in both English and Spanish.

4. In order to ensure that ELLs are appropriately evaluated in their native language and based on the high percentage of native Spanish speaking ELL students enrolled in our school, we have created and implemented running records, spelling inventories, reading skills and comprehension assessments as well as writing assessments in Spanish.

5. As in all areas of instruction, teachers differentiate instruction for all the ELL population. This is done by grouping students by language development, language component, reading level, and/ or writing level.

5a. Plan for SIFE - At PS/MS 161, new students who first entered our English language school system after grade two with interrupted, little, or no formal schooling in their first language are first immersed in technology based literacy and language programs. Additionally, the school has designated an ESL/Dual Language Coach (instructional specialist) to train teachers on effective strategies to implement in the classroom as well as to work with this population in small group settings.

5b. Plan for ELLs in school less than 3 years/ Newcomers – All ELL students who have been in the system for less than three years and who are now required to take the ELA test after one year of their arrival, will receive intensive small group instruction conducted by the classroom teachers, ESL teachers, and the ESL/Dual Language Coach. These students will be exposed to idiomatic language, use books with repetitive language, engage in conversational practice with students, listen for relevant and irrelevant information, introduce auditory stories, engage students in conversational practice, expose students to multiple media sources and provide opportunities for students to hear and produce various sounds.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
fluency of their presentation of knowledge and ideas. 100% 75% 50% 25%	ESL teachers also support students in the reading and writing components. Some of the work for this area includes:		
text, placed on smart board or provided for each student. The ESL 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 early grades, students record their oral sentences with their aid into a digital recording device. 100% 75% 50% 25%			
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) 100% 75% 50% 25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own

A. Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8. Intervention Programs for ELLs- PS/MS 161 has implemented the research based "Response to Intervention" (RTI) program for all students designated at risk in order to prevent a referral to the Committee on Special Education. This includes a referral system of three tiers of intervention to address their literacy and mathematic deficiencies. Tier I and Tier II address these needs in the classroom environment, whereas Tier 3 –the highest level of support- is devoted to rich instructional and reinforcement activities twice a day for thirty minutes outside of the classroom.

ELL students who have been identified as at risk will receive RTI and ESL services on a daily basis. RTI services focuses on literacy and math while ESL services concentrates on language objectives and the acquisition of a second language throughout literacy and other content areas. Additionally, afterschool and Saturday school programs will be used as interventions to meet the needs of all students who have been identified through data driven assessments.

9. Transitional Student Support Plan ELLs that test out of the NYSESLAT receive two more years of 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.

10. After school programs for ELLS – This year we are also providing an after school program for all ELLs who have been in the country for less than three years. Based on research, teachers in PS/MS 161 believe in the existence of a strong and positive correlation between literacy in a student's native language and learning English as a second language. Most of our new arrivals, however, show minimal literacy in their home language. Therefore, it becomes imperative for us to teach these students about the practical purposes of written language and how to make sense of text in their own language first. Students, who learn how to apply reading and writing strategies in their own language first, will be able to transfer all this information once they are ready to transition into the new language. But, although we believe in the importance of a solid native language foundation, we do also agree on the necessity and urgency of immersing students in the new language to make transition time sooner and less drastic. To achieve all the above mentioned goals during this afterschool program, we have agreed to teach two days in Spanish (native language of 98% of our new arrivals) and one day in English.

11. None

12. In PS/MS 161, ELLs have equal access to all school programs. ELL students participate in all after school programs, extra-curricular programs (arts and music), Power Saturday Program, and RTI services if they have been targeted as at-risk. New arrivals are eligible to participate in an special after school program that emphasizes native language literacy (Spanish) and beginning English Phonics (See # 10 above for more information about this after school program)

13. Instructional materials & technology- In order to support the learning of ELLs, the following are the instructional materials implemented within curriculum areas:

A. Students will participate daily in our Rosetta Stone language program. Also, all classrooms have all day access to resources on the internet such as StarFall, United Stream, Brain Pop, etc.

B. ELLs in Monolingual Classrooms receiving ESL services.

1) Grades K – 3rd

a) Balanced Literacy in English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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1) Grades K – 3rd

a) Balanced Literacy in English

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Courses Taught in Languages Other than English

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)?

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2. 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 level 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.

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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.

1. Understanding that professional development is the life of any school to increase the competence and practice of staff, we have designated a full time position for an ESL/Dual Language Specialist. This person will be responsible for attending weekly professional development, providing professional development to all staff, 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.

2. In PS/MS 161, we provide staff with the support they need to assist ELLs as they transition from elementary to middle school and/or middle to high school. For instance, the administration offer and encourage teachers to attend outside professional development that focuses on ESL strategies that are appropriate for the different middle and high school age. In-house professional development, on the other hand, focuses on teaching staff strategies that build vocabulary and foster language development through literacy and the content areas.

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3. Our schedule for professional development is as follows (2011 – 2012):

- Five 50 minute Professional Development sessions will be devoted specifically to ELL services.
October, 2011 Adapting ESL Strategies & Language Objectives into the Reading and Writing Workshop: The Challenge of Parallel Planning
November, 2011 Components of Balanced Literacy: Shared Reading vs. Read Alouds
January, 2012 Components of Balanced Literacy: Interactive Writing vs. Shared Writing
February, 2012 Data Based Instruction: Analyzing Student Work to Drive Small Group Instruction
March, 2012 Word Study for ELLs
April, 2012 Strategies that develop literacy in ELLs

- 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.

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

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?

1. 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 for working closely with school staff, school leadership team, parent associations, and community groups to engage families and involve them in school community. In PS/MS 161, we design family involvement programs/activities to help families participate more effectively in improving their children's learning. For example, twice a year we conduct Family Math Game Nights for grades 3-8. The goal is to model parent how they can support their children in the application of math skills through games. Additionally, this year we implemented "Parent Institute Workshops" based on parent interests

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2. Some of our current partnerships include:

- Connected Learning Grant – supplying 130 computers for all 6th graders
- Carnegie Hall
- Hispanic Society of America
- National Dance Institute
- Food Bank for NYC – Cook Shop
- Chess
- City College of New York – Drama Department
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- Silk Road/ YoYo Ma Project
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3. In PS/MS 161 we evaluate the needs of the parents, first, by analyzing the Learning Environment Survey that is filled out by parents every school year. We collaboratively analyze student scores during grade meetings and vertical planning to identify students' needs. This gives us the insight we need to design programs and activities that help families support their children's learning more effectively at home. Additionally, we keep records of all newly enrolled students who are new in the country in order to provide parents of the necessary guidance and support during this transitional time. Finally, based on registration forms and other school information, we make sure we identify those families who are in most need. In order to provide these families with the necessary support, not only do we offer them the support of school counseling, but also make them aware of the suitable organizations that may provide support.

4. In PS/MS 161, we make sure that parental involvement activities address the needs of parents. We carefully read and analyze data, based on surveys and other school forms sent home, to plan for the proper activities that will address parents' concerns and needs. For instance, 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 and interpreters, if necessary, are available for parent orientations as well. Informational materials are also available in the parents' home language. In the

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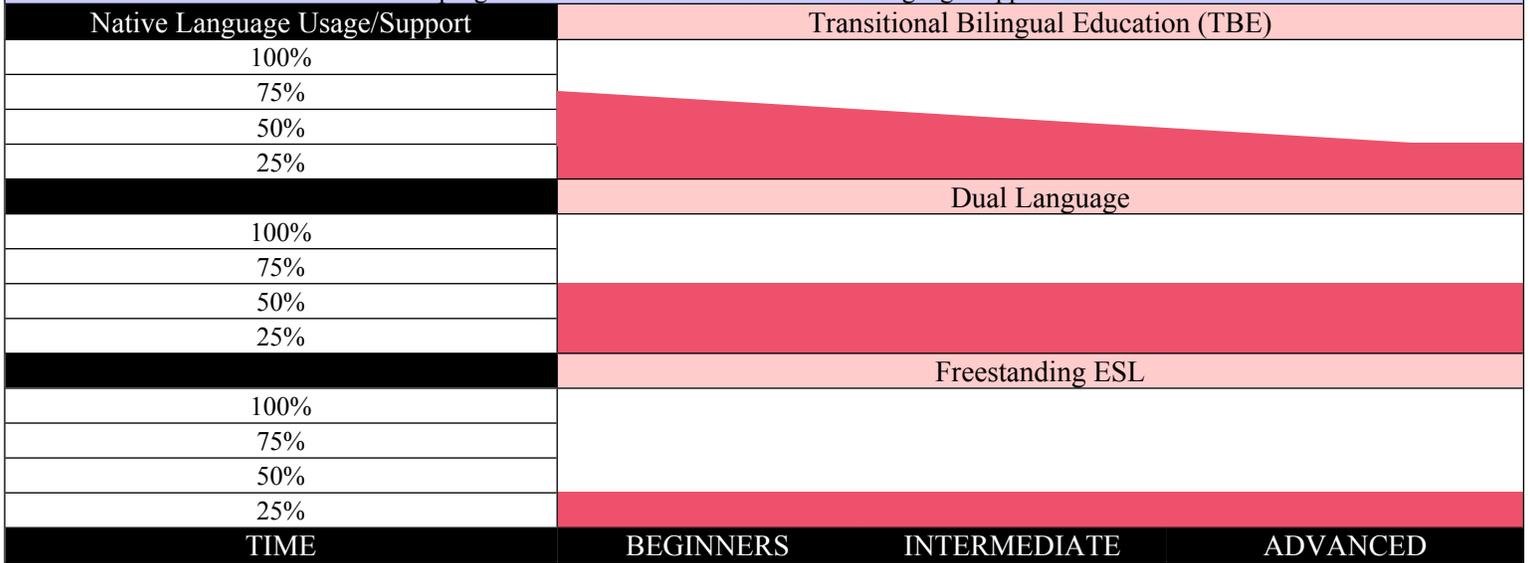
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Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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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.

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.

C. Schools with Dual Language Programs

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5. 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 is 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.

1. Understanding that professional development is the life of any school to increase the competence and practice of staff, we have designated a full time position for an ESL/Dual Language Specialist. This person will be responsible for attending weekly professional

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1. Understanding that professional development is the life of any school to increase the competence and practice of staff, we have designated a full time position for an ESL/Dual Language Specialist. This person will be responsible for attending weekly professional development, providing professional development to all staff, 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.

2. In PS/MS 161, we provide staff with the support they need to assist ELLs as they transition from elementary to middle school and/or middle to high school. For instance, the administration offer and encourage teachers to attend outside professional development that focuses on ESL strategies that are appropriate for the different middle and high school age. In- house professional development, on the other hand, focuses on teaching staff strategies that build vocabulary and foster language development through literacy and the content areas.

3. Our schedule for professional development is as follows (2011 – 2012):

- Five 50 minute Professional Development sessions will be devoted specifically to ELL services.
- | | |
|----------------|--------------------------------------------------------------------------------------------------------------------------|
| October, 2011 | Adapting ESL Strategies & Language Objectives into the Reading and Writing Workshop: The Challenge of Parallel Planning. |
| November, 2011 | Components of Balanced Literacy: Shared Reading vs. Read Alouds |
| January, 2012 | Components of Balanced Literacy: Interactive Writing vs. Shared Writing |
| February, 2012 | Data Based Instruction: Analyzing Student Work to Drive Small Group Instruction |
| March, 2012 | Word Study for ELLs |
| April, 2012 | Strategies that develop literacy in ELLs |

- 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?

1. 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 for working closely with school staff, school leadership team, parent associations, and community groups to engage families and involve them in school community. In PS/MS 161, we design family involvement programs/activities to help families participate more effectively in improving their children's learning. For example, twice a year we conduct Family Math Game Nights for grades 3-8. The goal is to model parent how they can support their children in the application of math skills through games. Additionally, this year we implemented "Parent Institute Workshops" based on parent interests

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2. Some of our current partnerships include:

- Connected Learning Grant – supplying 130 computers for all 6th graders
- Carnegie Hall
- Hispanic Society of America
- National Dance Institute
- Food Bank for NYC – Cook Shop
- Chess
- City College of New York – Drama Department
- Scores
- Champs
- Learning by Design
- Silk Road/ YoYo Ma Project
- Learn to Swim
- Aaron Davis Hall
- KPMG – software and technology support
- Say Yes to Education
- Lorraine Monroe Institute
- Reading Reform Foundation
- Columbia Teacher's College

3. In PS/MS 161 we evaluate the needs of the parents, first, by analyzing the Learning Environment Survey that is filled out by parents every school year. We collaboratively analyze student scores during grade meetings and vertical planning to identify students' needs. This gives us the insight we need to design programs and activities that help families support their children's learning more effectively at home. Additionally, we keep records of all newly enrolled students who are new in the country in order to provide parents of the necessary guidance and support during this transitional time. Finally, based on registration forms and other school information, we make sure we identify those families who are in most need. In order to provide these families with the necessary support, not only do we offer them the support of school counseling, but also make them aware of the suitable organizations that may provide support.

4. In PS/MS 161, we make sure that parental involvement activities address the needs of parents. We carefully read and analyze data, based on surveys and other school forms sent home, to plan for the proper activities that will address parents' concerns and needs. For instance, 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 and interpreters, if necessary, are available for parent orientations as well. Informational materials are also available in the parents' home language. In the

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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)	10	21	7	9	10	14	10	5	1					87
Intermediate(I)	2	14	5	11	8	4	13	10	5					72
Advanced (A)	4	7	13	10	20	12	13	13	7					99
Total	16	42	25	30	38	30	36	28	13	0	0	0	0	258

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	8	1	0	3	4	4	3	0					
	I	4	4	5	4	4	6	5	1					
	A	9	5	14	11	13	18	16	1					
	P	13	13	11	19	5	8	3	11					
READING/ WRITING	B	13	6	9	8	10	9	4	1					
	I	13	4	11	9	4	14	9	5					
	A	8	11	10	19	12	9	12	7					
	P	0	2	0	1	0	4	2	0					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	16	4	0	29
4	8	9	1	0	18
5	17	14	1	0	32
6	18	9	0	0	27
7	5	6	1	0	12
8					0
NYSAA Bilingual Spe Ed				6	6

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	8	10	15	3	0	0	38
4	2	5	8	4	3	3	0	0	25

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5	3	17	5	5	2	0	0	37
6	7	2	13	7	0	1	0	0	30
7	7	0	7	0	1	0	0	0	15
8									0
NYSAA Bilingual Spe Ed								6	6

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	3	10	5	10	4	0	0	37
8									0
NYSAA Bilingual Spe Ed							4		4

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. In our school, we follow the Teacher's College Reading and Writing Program (TCRWP). Based on this program, teachers evaluate the early literacy skills of students, including ELLs, by conducting a series of assessments such as letter/sound ID, high frequency words, running records, spelling inventories, on-demand writing samples, as well as comprehension and critical thinking tasks. Most of our ELL students come from a Hispanic/Latino background. Therefore, we decided to also use - following the TCRWP philosophy- a Spanish version of all these assessment. This information gives us the insights we need to create appropriate instructional plan for the year. For instance, after analyzing data from newly enrolled ELL students in our school, we realized that 66% of these students have very little to no exposure to literacy. Based on this, we decided to create a Native Language (Spanish) afterschool program that will help address those students' needs. The analysis of letter/sound assessments in conjunction with running records and spelling inventories show that most Hispanic/Latino ELL students have problems with vowels in the English language. Therefore, we decided that in Dual Language classrooms and in classes with high number of students receiving ESL services, word study periods should be increase from two times to at least four times a week.

2. Across proficiency levels, data reveals that ELLs that are in the Dual Language classes have the lowest number of advanced and/or intermediate English level throughout grades. ELL students in Dual Language classes have the greatest number of beginning English level. This is particularly the case for newly enrolled ELLs since their parents initial choice of instruction is a dual language placement. After two to three years of being enrolled in a Dual Language Classroom, some parents –particularly the ones of children between kindergarten and second grade- opt to switch to ESL push-in instruction in monolingual classrooms. Most parents, however, who initially opted for dual language instruction, choose to keep their children in a dual language classroom.

3. An analysis of the NYSESLAT (The New York State English Language Achievement Test) data obtained from the spring 2011 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. 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.

4. a. Data shows that ELL students in the lower grade levels reach advanced and proficiency levels in the listening and speaking modalities faster than in the reading and writing counterparts. On the other hand, upper elementary and middle school students' NYSESLAT data shows there is a decrease in the listening and speaking modalities and an increase in the reading and writing sections

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.

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.

Part VI: LAP Assurances

School Name: PS/MS 161

School DBN: 05M161

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pamela Price	Principal		11/30/11
Jose Luis Soto Jr	Assistant Principal		11/30/11
Kareem Williams	Parent Coordinator		11/30/11
Cristina Navas	ESL Teacher		11/30/11
Betty Checo	Parent		11/30/11
Mayra Valerio	Teacher/Subject Area		11/30/11
Jeannette Toro	Teacher/Subject Area		11/30/11
Nazda Palchik-Medina	Coach		11/30/11
Gabrielle Deveaux	Coach		11/30/11
Nelson Fernandez	Guidance Counselor		11/30/11
Lucius Young	Network Leader		11/30/11
Joanna Loewi	Other <u>Related Srv Provider</u>		11/30/11
	Other		11/30/11
	Other		11/30/11
	Other		11/30/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **05M161** School Name: **PS/MS 161**

Cluster: _____ Network: **CFN408**

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 291 English Language Learners or 30% of our population. We have a diverse staff that is bilingual and able to interpret for our parent population. Our secretarial staff ensures that all correspondences are translated into Spanish for parents. PTA meetings are translated by ESL teachers, parent leaders and other bilingual staff. We also distribute a annual parent survey and are able to ascertain information that allow us to meet the needs of our families.

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.

- Securing a vendor to translate documents into the needed languages
- Purchasing additional translator receivers for large meetings
- Providing PTA meetings in appropriate languages
- Enlist the services of parent volunteers for translation services
- Collaborate with City College student volunteers

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 have been identified for translation services. All documents will be translated and sent home by 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 of the staff of PS/MS 161 speaks Spanish. We have access to numerous translators on site. We have utilized this method for years. Our deaf parents as well as parents who speak a language other than English or Spanish 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) we'll post in a conspicuous location at or near the primary entrance to our school in each of the covered languages.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Don Pedro Albizu Campos	DBN: 05M161
Cluster Leader: Shani Jimetta	Network Leader: Lucius Young
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 291 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 79 # of certified ESL/Bilingual teachers: 16 # of content area teachers: 8

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III, Part A LEP Program

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 along 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.

School –wide Priorities for Improvement for 2011-2012

1. Increased student achievement as measured by State Standardized Test.
2. Increased school attendance and participation enrichment opportunities
3. Increase the dynamic interaction and participation of an involved parent/guardian presence in the education of our children.
4. Instruction driven by the assessment, utilization, and analysis of student data.
5. Creation of the Empowerment mindset and opportunities that will allow us to be population specific in our curriculum and expenditures.
6. Greater significance and appropriate professional development to further the pedagogical expertise of our staff.
7. The school wide development of greater parent participation.

Overview of Instructional Programs and Special Initiatives

We are just completing our 7th year as Reading and Writing Workshop School, and we are proud of the huge interest and gains that we have achieved. The past few years have shown an incredible interest by the students in their choices of reading material as well as a quantum leap in the development of authentic writing. As our experience continues to grow with the refinement of the teaching skills and the consistency that the children have come to acknowledge we expect to sure continued progress.

Part B: Direct Instruction Supplemental Program Information

With Everyday Math, a true sense of mathematic application in the real world has developed. The results are reflected in the increase scores and the process of improvement will continue. We integrate the mindset of math in a cross curriculum sensibility. We reinforce basic math concepts with remedial teaching and drills.

Special Initiatives and Collaboration

“The act of working together with people in order to achieve something”

This definition of the word “collaboration” is a key element to the educational success of Don Pedro Albizu Campos School, P.S./M.S. 161 in New York City. It is imperative to seek and create collaborative partnerships with non-traditional members of the education system. Through the last several years of continuous improvement, P.S./M.S. 161 has shown dedication in securing such relationships.

The relationship with Carnegie Hall has helped to establish an effective music program with two full time music teachers.

An association with Take to The Field Foundation has created a one million dollar synthetic field and track, including basketball courts and picnic areas.

Our liaison with The Beaumont Foundation has resulted in more than one hundred Toshiba Satellite laptops computers and mobile cart technology.

Our efforts have provided a continuing interaction with KPMG, a global accounting firm that has donated the furnishings, technology support to create a wireless computer lab, and over 200 hours of staff applications training.

Collaboration with Project Arts brings professional artists to our students.

We have teamed with an architectural foundation to integrate, curriculum instruction with New York’s architecture and walking tours.

The City College of New York trains parents/guardians in technology, GED classes, and English language instruction for our 83% Latino population. CCNY additionally supplies reading tutors for remedial students and onsite student teachers

Our work with the Penny Harvest program actively involves one thousand students and staff who participate in a social service giving and caring project. Lesson plans and projects that are structured to develop empathetic student citizens are included.

New York Road Runners joins us to lead a track team.

Part B: Direct Instruction Supplemental Program Information

Another grant obtained a fulltime social worker for individual therapeutic counseling with the Northside Center for Mental Health.

Currently the Say Yes to Education grant is providing ongoing academic, social and familial support to students enrolled in the program. Also included are fifteen years of medical and legal assistance, IBM technology support, books, clothing, summer camps and schools to further assist these Say Yes learners.

Language Instruction Program

P.S./M.S. 161M, a Kg-8th 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:

Beginning September 2011, P.S./M.S. 161M will continue its Kg-6th grade Dual Language that began in 2004-05 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

Part B: Direct Instruction Supplemental Program Information

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 ELL coach 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 (4 sessions will be purchased). Materials will be purchased through Department of Education approved vendors.

Our Dual Language 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): Include the rationale, the focus of the program, the targeted group, the qualifications of the service providers.
- Power Saturday Program (12 weeks/ 3 hour each/ 6 teachers): Include the qualifications of the service providers. Indicate that one supervisor will be overseeing the Saturday program as it is the only operational program in the building on such day.
- Instructional Materials List the different instructional materials that will be used to support the program as well.

Power Saturday

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-November, 2011 for 3 hours until the mid-April, 2012 testing season. Research based instructional strategies such as:

1. Language Experience Approach
2. CALLA-Content Area Language Learning Approach; Language Learning through Content Area.

Part B: Direct Instruction Supplemental Program Information

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 November, 2011 – April, 2012.

Before School English Literacy Program- AM School

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, 2012 and will take place three days a week until May, 2012. Students will participate in activities designed for increasing their English Literacy skills, such as guided reading with English Language scaffolding techniques.

Part C: Professional Development

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

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

Begin description here: Professional Development Program

Understanding that professional development is the life of any school to increase the competence and

Part C: Professional Development

practice of staff, we will designate a full-time position for an ELL coach. This person will be responsible for attending professional development sessions, providing professional development workshops, providing direct instruction to beginner level ELL's, demonstration lessons, providing student assessment and work with parent coordinator in conducting meetings with parents of ELLs. We will also contract Teachers College to provide in-service workshops for our ESL and monolingual teachers. Several teachers will participate in this after-school extended Professional development activities conducted by Teacher's College.

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.

Staff Development (2011 - 2012 activities)

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

October, 2011 Teacher's College Reading and Writing Project

November, 2011 Teacher's College Reading and Writing Project

January, 2012 Use of NYSESLAT data "Understanding Student Needs"/Content & Language Learning Strategies

March, 2012 Teacher's College Reading and Writing Project

June, 2012 Teacher's College Reading and Writing Project

(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, as well as school based coaches.

Part D: Parental Engagement Activities

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

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

Begin description here: Parental Involvement

Title of Program: Parent Workshop Series for Title III parents

To provide consistency within our Parent Academy in conjunction with our school based coaches and classroom teachers, we will offer a monthly Parent Institute in understanding the ELL core curriculum and balanced literacy. We also offer Currilum Night to our ELL parents.

Parent Coordinator along with the ELL coach will host several orientation sessions in the fall and spring for the parents of newly arrived ELLs. Parents will have the opportunity to learn about the various programs offered at P.S./M.S. 161 and to make the best choice for their child. Parents will also learn about the common core state standards, school expectations and the general requirements that our ELL students are responsible for.

To continue to cultivate an active parent body, parents will be invited to visit with the teachers of their English Language Learner children on an ongoing and continuous basis. We will make a concerted effort to plan time for our teachers to meet with parents.

Part E: Budget

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

Allocation Amount: \$????

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	???	
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 	?????	

Part E: Budget

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

Allocation Amount: \$????

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	???	???
Educational Software (Object Code 199)		
Travel	0	
Other	?	??
TOTAL	????	