



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: DON PEDRO ALBIZU CAMPOS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M161

PRINCIPAL: PAMELA PRICE

EMAIL: PPRICEH@SCHOOLS.NYC.GOV

SUPERINTENDENT: GALE 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](#).

Comment [O]: You must have a minimum of 10 members listed. You have 9 members listed, you just have Ms. Atkins down twice.

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 | |
| Kenia Diaz | *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 Welch | Member/ PTA-Vice President | |
| Patricia Pozos | Member/ PTA member | |
| Elizabeth Veras | Member/ PTA member | |
| Gabrielle Deveaux | Member/ teacher | |
| Linda Sherrod | Member/ teacher | |
| Nazda Palchik Medina | Member/ teacher | |
| Milton L. Polo | Member/ teacher | |
| Gabriel Previllon | Member/teacher | |

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

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

*By June 2013, increase the academic performance of the students in grade 3-8 achieving a level 3 or 4 on the State ELA Exam.

Sub-Goals:

- By June 2013 increase by 2% the academic performance of the General Education students achieving a level 3 or 4 on the state ELA exam
- By June 2013 increase by 1% the academic performance of the English Language Learners achieving a level 3 or 4 on the state ELA exam
- By June 2013 increase by 0.5% the academic performance of the students with disabilities achieving a level 3 or 4 on the state ELA exam

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 exams, indicated that:

- Based on the 2011-2012 ELA exam results, the number of students achieving Levels 3 and 4 on the NYS ELA exam went from 29.9% to 31.4%, which shows an increase of only 1.5%. Although there was an increase in performance, this did not meet our initial goal of 3% improvement in the academic achievement of Levels 3 and 4 with our students in Grades 3-8.
- Based on the 2011-2012 ELA exam result, the English Language Learners in our school went from 10.1% to 8.3% showing a decrease of 1.8%.
- Based on the 2011-2012 ELA exam our Students with Disabilities in our school went from 12.8% to 9.6% showing a decrease of 3.2%.

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

- 56% of students made progress, achieving 20.7% against our peer rage and 27.9% against the city range.
- 29.3% of our English Language Learners received additional credit for exceptional gains obtained in the 2011-2012 ELA exam in the 75th growth percentile or higher.
- 37.1% of our Self-Contained/ICT/SETSS students in our school received additional credit for their exceptional gains obtained in the 2011-2012 ELA exam in the 75th growth percentile or higher.

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.

Strategies, Activities, Personnel and Resources

1. Implementation of grade level teacher teams to 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

2. Align Teachers' College units of study to Common Core Learning Standards and City-wide Instructional Expectations as well as monitor the implementation of

Comment [O]: There appears to be multiple goals here. Many of the sub-goals appear to be possible strategies and activities that will help you achieve the goals stated. It may be appropriate to move them to that section of the action plan. This is true for Goal #2 also.

units and revise as needed, after extensive examination of student work.

3. All teacher teams will implement two rich performance based tasks embedded in a rigorous unit of work, aligned to NYS CCLS and city-wide instructional expectations.

4. As per Chancellor's Instructional Expectations 2012/2013, grade level teacher-teams will study NYCDOE web-based units of work in correlation to Universal Design for Learning principles, Understanding by Design structures, and CCLS aligned rubrics. This will help develop a clear understanding of effective teaching practices as well as content for unit implementation.

5. Coach teachers as per individually identified needs in specific aspects of the core and balanced literacy instruction, using assessments to inform teaching and learning (data-driven, job-embedded professional development for teachers in terms of reading, writing, spelling and oral language instruction)

6. Design professional development for teachers K-8 that focus on specific effective teaching practices to meet at-risk students' needs (eg. guided reading, small group strategy lessons, shared text)

7. Provide further professional development for teachers regarding CCLS- with an emphasis on text complexity and research-based essay writing

8. As per the Chancellor's Citywide Instructional Expectations, conduct 'Looking at Student Work' sessions with teachers, utilizing LASW protocols to align curriculum, performance based tasks, and student work.

9. Establish Inquiry Teams composed of RTI teachers in order to analyze data of students who did not make progress in 2011/2012 and implement action research cycles that are aligned to Response to Intervention structures and Common Core Learning Standards.

10. Align all RTI groups to effective literacy instruction by:

a) Identifying students who are not at grade level standard as measured by TC reading benchmarks and other progress monitoring tools such as 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) Providing support to teachers from coaches and RTI personnel in planning differentiated instruction for these students during daily classroom balanced literacy sessions.

d) Providing professional development to out of classroom intervention teachers regarding Response to Intervention principles and use of effective and specific intervention strategies. Implementation of strategies should be directly aligned to student needs as informed by assessment data.

e) Continuously assessing students' progress in order to build consistency among teachers and practices

f) Ensuring that the administration regularly monitors progress data of at-risk students in order to inform actionable feedback to teachers after formal or informal observations.

g) Developing organizational structures and communication processes to ensure alignment of classroom instruction with after-school and other instructional programs (e.g. ESL, RTI, enrichment, electives, etc.)

Comment [O]: LASW protocols usually are looking for gaps in student performance when compared to some sort of standard. It could speak to a gap in what was taught, but that would be because you see a gap in the performance.

Comment [O]: Align what?

11. Planning and implementing test-prep structures that are intrinsically aligned to balanced literacy units of work as indicated by students' reading and writing needs.

12. Work collaboratively with network instructional members to provide guidance and support to teacher teams, coaches, and the administration.

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

1. School-wide Coherence Team comprised of members representing all academies to develop instructional goals and expectations aligned to Danielson's Teacher Effectiveness Framework.
2. Teachers are involved in the development and implementation of curriculum aligned to CCLS and City-wide Instructional Expectations
3. Lead teachers are involved in strategic decision-making processes regarding the CEP and Academy Strategic Action Plans
4. Teachers are involved in the appointments of literacy coaches and external consultants
5. Teachers are involved in the scheduling of common preps and lab -site meetings used for professional development
6. Teachers are involved in the RTI referral processes as well as in the scheduling of RTI sessions for at-risk students

Evidence of Achievement & Timeline for Implementation

Evidence of Achievement

*Improvements in NYS State ELA test results 2012/2013

* Agendas of teacher team meetings

* Coaches'/consultants' logs

* Teachers' data analysis binders

* Teachers' College Assessment Pro data source of students' reading levels will be tracked, analyzed and improved throughout the year

* Analysis of assessments through the lenses of Hess's DOK matrix.

Timeline for Implementation

Yearlong:

- Ongoing coaching and support of teachers through the implementation of effective literacy instruction aligned to the Common Core Learning Standards and the Citywide Instructional Expectations.

Fall/Winter:

- Teacher Team meetings to discuss and explore actions, timelines and professional development needs related to Chancellor's Instructional Expectations 2012/2013.
- Creation of pacing calendars to embed the required units of work in compliance with the CIE
- LASW to identify current achievement gaps within the different subgroups in our school.
- Develop a unit of work that includes the necessary differentiated instruction (e.g. UBD, UDL and DOK) that will meet the needs of all students.
- Implementation of the first performance task in all grade levels according to CIE to gather information in regards of students' progress.
- Reflective sessions to address student growth and its implications for further modifications and differentiated lessons within the following units of study.

Spring:

- Creation of the second unit of work in compliance with the CIE
- LASW to identify current achievement gaps within the different subgroups in our school.
- Develop a unit of work that includes the necessary differentiated instruction (e.g. UBD, UDL and DOK) that will meet the needs of all students.
- Implementation of the second performance task in all grade levels according to CIE to gather information in regards of students' progress.
- Reflective sessions to address student growth and its implications next year.

End of the Year Planning:

- Sessions to reflect on the school progression in regards on the implementation of CIE and its impact on NYS ELA results.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
 - 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.
 - Providing assistance to parents in understanding the Common Core Standards as well as any City, State and Federal Standards and Assessments.
 - Providing materials and training to help parents work with their children to improve their reading levels, overall literacy achievement, and reach NYS grade-level literacy standards.
 - Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
 - Providing assistance and information about specialized high schools to parents (starting from 5th to 8th grade).

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - We have a network of partnerships that help support the teaching of literacy by providing additional persons in the classroom, professional development for teachers and parents as well as more resources such as computers, smart boards in all classrooms, more hours in the school library for students, host of

supplemental materials in literacy.

- Coaches and teachers meet twice a week to look at student work to make determination about student's growth and plan lesson accordingly in order to differentiate instruction.
- Outside consultants from Teachers' College and the Network Office

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.

Comment [O]: Please see Goal 1 for an alternative phrasing for the goal.

Annual Goal #2

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

*By June 2013, increase the academic performance of the students in grades 3-8 achieving a level of 3-4 in the state mathematic exam.

Sub-Goals:

- By June 2013 increase by 3% the academic performance of the General Education students in grades 3-8 achieving a level 3 or 4 on the state mathematics exam.
- By June 2013 increase by 2% the academic performance of all English Language Learners in grades 3-8 achieving a level 3 or 4 in the state mathematics exam.
- By June 2013 increase by 0.5% the academic performance of all students with disabilities in grades 3-8 achieving a level 3 or 4 on the state mathematics exam..
- 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 (ECAM) Interview.
- 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 (ECAM) Interview and one strategy as measured by the Basic Facts Interview grid.
- 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.

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.
- Performance data on the State Mathematics exam indicated that:
 - Based on the 2011-2012 Mathematics exam results, the number of students achieving Levels 3 and 4 on the NYS ELA exam went from 44% to 48.3%, which shows an increase of 4.3%. There was both an increase in performance as well as exceeding our initial goal of increasing performance by 2% up to 4.3% for academic achievement of Levels 3 and 4 in Mathematics with our students in Grades 3-8. Although, there is evidence of improvement, the data indicates there is still 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 with a special emphasis on Students with Disabilities.
 - Based on the 2011-2012 Mathematics exam result, the English Language Learners in our school went from 28.7% to 35.6% showing an increase of 6.9%.
 - Based on the 2011-2012 Mathematics exam Students with Disabilities in our school went from 30.2% to 27.7% showing a decrease of 3.5%.
 - Progress Data on the State Mathematics exam indicated that:
 - 55% of students did make progress, putting our school in the 51st percentile % of our peer range and the 38% of the City range.
 - 35.3% of our English Language Learners received additional credit for exceptional gains obtained in the 2011-2012 ELA exam in the 75th growth percentile or higher.
 - 35.2% of our Self-Contained/ICT/SETSS students in our school received additional credit for their exceptional gains obtained in the 2011-2012 Mathematics exam in the 75th growth percentile or higher.

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) key personnel 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, activities, personnel, resources

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. All teacher teams will implement two performance tasks aligned to the NYS CCLS and city-wide instructional expectations.
3. Teacher teams in Grades 3-8 will align their instruction and assessments with the PARCC (Partnership for Assessment of Readiness of College and Careers) Model Content Frameworks resource to inform and support the implementation of the common core state standards in our curriculum.
4. Implement PS/MS 161 Mathematics K-8 pacing calendars incorporating tiered and differentiated lessons within the math workshop model utilizing the Everyday Math, Impact, and Georgia Unit Standards lessons as a resource to supplement curriculum. These should be aligned to CCLS and Guided Math intervention sessions. Additionally, these lessons should have a focus on the Mathematical Practices and higher order thinking through various levels of problem solving including Exemplar tasks, Open Response Tasks, and the performance based tasks units of work.
5. Grade level teacher teams to examine NYCDOE units of work according to Universal Design for Learning principles and Understanding by Design structures in order to develop clarity for effective teaching practice and unit implementation in the math content.
6. Coach teachers as needs are identified in various aspects of guided mathematics instruction, using assessments to inform teaching and learning.
7. Math instructional coaches and teacher teams work together to conduct 'Looking at Student Work' (LASW) sessions to align curriculum, performance based tasks, and student work.
8. Focus on ensuring that weekly Guided Mathematics sessions meet the needs of ALL students as informed by data.
9. Establish Data Inquiry Teacher Teams of at-risk students, Students with Disabilities and English Language Learners according to the NYS 2011-2012 mathematics state test results (students falling in levels 1 and 2 in Grades 3-8), and also determined by ECAM data.
10. Align all morning-school, after-school, and Power Saturday sessions to effective mathematics instruction by:
 - a) Identifying students who are not reaching grade level standards as measured by diagnostic tools ex. NYS mathematics exam, ECAM, Numeration/Operations CCLS-aligned Diagnostics, Basic Facts interview grids, Acuity assessments, unit assessments as well as teacher observations.
 - b) Forming teacher teams to work with these students during morning-school, after-school, and Power Saturday programs.
 - c) Develop organizational structures and communication processes to ensure alignment of classroom instruction to after-school instruction, focusing on students' specific mathematical misconceptions and needs.
11. Data-driven, job-embedded professional development for teachers in terms of Mathematics instruction with a focus on tiered differentiated workshop model lessons. Additional sessions including CCLS alignment and gap analysis with the mathematics curriculum and units of work comprising of the performance based

Comment [O]: Align what?

tasks.

12. Implement more specifically aligned, differentiated and individually targeted test prep units of work as indicated by students' mathematics needs.

13. Principal, Assistant Principals, and Coaches will monitor and review ongoing student data to inform knowledge of student progress. In addition to this, school administrators will conduct a mid-year teacher survey in order to determine teachers' needs in regards to their students' progress. In this way, school leaders in collaboration with teachers will be able to identify needed support and intervention to ensure ongoing growth of each child in mathematical thinking, reasoning and understanding.

14. Work collaboratively with network instructional members to provide guidance and support to teacher teams, coaches, and the administration.

15. Coordinate and facilitate activities and programs such as:

- a) Family Math Game Night (twice a year for grades 3 through 8)
- b) Multiplication Bee Contest for grades 5 and 6

16. Continue to implement the GIGI ST Math an Integrated Instructional System in partnership with MIND Research Institute. All students in grade 2 and 3 will participate in this program.

17. School-wide daily Number Talks sessions to help children build fluency in mental math and the application of computation strategies. Number Talk sessions are aligned to the CCLS and designed to address the Citywide mathematical instructional shifts which include fluency, application and deep understanding.

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

- School-wide Coherence Team comprise of members representing all academies to develop instructional goals and expectations aligned to Danielson's Teacher Effectiveness Framework.
- Teachers are involved in the development and implementation of curriculum aligned to CCLS and City-wide Instructional Expectations
- Lead teachers are involved in strategic decision-making processes regarding the CEP and Academy Strategic Action Plans
- Teachers are involved in the appointments of literacy coaches and external consultants
- Teachers are involved in the scheduling of common preps and lab -site meetings used for professional development
- In grade-level teams, teachers reflect on their individual needs in relation to effective teaching and learning of mathematics.
- Ongoing 'Looking at Student Work' sessions will ensure teachers remain focused on evaluating the effectiveness of their teaching practices and inform for adjustments and modifications to the curriculum.
- June Planning sessions will focus on building teachers' capacity in planning further CCLS units of work for the 2013-14 school year. The work will focus on empowering teachers to reflect on students' work during the 2012-13 school year in order to identify needs with regards to the implementation of CCLS and CIE. This will also allow us to develop a cohesive, comprehensive and rigorous curriculum map for each grade level.
- 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 2013/2014 school year
- Instructional coaches will facilitate teacher leadership in grade level meetings focused on looking at student work and planning sessions on the implementation of the tiered Workshop Model lessons, guided math and problem solving sessions.
- Use data sources to efficiently retrieve and analyze student data so as to best inform instruction.

Evidence of Achievement & Timeline for Implementation

Evidence of Achievement

- *Improvements in NYS Mathematics test results 2012/2013
- * Whole School Assessment Framework. Data is tracked and monitored each marking period.
- *Students' Phases of Development as measured by ECAM and Basic Facts Diagnostic.
- *Agendas of teacher team meetings
- * Coaches'/consultants' logs
- * Teachers' data analysis binders
- * Analysis of assessments through the lenses of Hess's DOK matrix.

Timeline for Implementation

Yearlong:

- Ongoing coaching and support of teachers through the implementation of effective math instruction aligned to the Common Core Learning Standards and the Citywide Instructional Expectations.

Fall/Winter:

- Teacher Team meetings to discuss and explore actions, timelines and professional development needs related to Chancellor's Instructional Expectations 2012/2013.
- Creation of pacing calendars to embed the required units of work in compliance with the CIE
- LASW to identify current achievement gaps within the different subgroups in our school.
- Develop a unit of work that includes the necessary differentiated instruction (e.g. UBD, UDL and DOK) that will meet the needs of all students.
- Implementation of the first performance task in all grade levels according to CIE to gather information in regards of students' progress.
- Reflective sessions to address student growth and its implications for further modifications and differentiated lessons within the following units of study.

Spring:

- Creation of the second unit of work in compliance with the CIE
- LASW to identify current achievement gaps within the different subgroups in our school.
- Develop a unit of work that includes the necessary differentiated instruction (e.g. UBD, UDL and DOK) that will meet the needs of all students.
- Implementation of the second performance task in all grade levels according to CIE to gather information in regards of students' progress.
- Reflective sessions to address student growth and its implications next year.

End of the Year Planning:

- Sessions to reflect on the school progression in regards on the implementation of CIE and its impact on NYS Mathematics results.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Providing assistance to parents in understanding the Common Core Standards as well as any City, State and Federal Standards and Assessments.

- 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 and phone calls for regular written communication between the teacher and the home in a format, and to the extent practicable in the languages that parents can understand.
- Organized Family Math Game Nights establishing a Parent Resource Center/Area or lending library, instructional materials for parents, take-home resources to continue working on particular skills and content areas.
- Providing assistance and information about specialized high schools to parents (starting from 5th to 8th grade)

Budget and resources alignment

- Indicate your school’s Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 x Tax Levy x Title I Title IIA x Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- 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 on in the classrooms during the regular and extended days of instruction.
- Coaches and teachers meet twice a week to look at student work to make determination about student’s growth and plan lesson accordingly in order to differentiate instruction.
- Outside consultants from AUSSIE and the Network Office

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.

Comment [O]: The data on your survey results show that for both 2012 81% of students stated they felt safe.

Annual Goal #3

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

By June 2013, improve the Safety and Respect score on the Learning Environment Survey 2011/2012 from 7.5 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.

- The 2011/2012 Learning Environment Survey indicated a school score of 7.5, being 68.2% of the peer range and 46.4% of the city range, which is a decrease in satisfaction from the 2010/2011 year, particularly from the teachers and the students results.
 - Further investigation of the indicators revealed that only 49% of teachers felt order and discipline were maintained at the school, a decrease from 60% in the previous year, 2010/2011.
 - Additionally only 43% of students stated they felt safe in the hallways, locker rooms and bathrooms, a decrease from 81% the previous year.
 - Furthermore, we noticed that 49% of the students felt threatened or bullied some of the time, whereas 12% of the students felt bullied or threatened most of the time. This perception data indicates a need to investigate further, plan for and act on this area of concern this year.
- Qualitative informal data from administrators, teachers, dean, parent coordinator, parents and students also reveals a strong need for consistency of handling behavior management cases and anti-bullying procedures 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.
- The results from the teacher's survey on March 13, 2012 indicated a score of 71% of the students in total agree that the students treat the teachers with respect, whereas 54% of teachers agree that students treat the teachers with respect. 85% of the teachers in total agree 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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.

Strategies, activities, personnel, resources

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

- Implement and share with staff the school-wide school mantra, "Be Safe, Be Responsible, Be Respectful."
- Put up signs that direct the Middle School traffic so that all community members will know the routine.
- Place behavior posters to remind students of the appropriate behavior to display.

- By September 2012, classroom rules will be co-created with students and visibly posted in each classroom.
 - By start of school September 2012, each classroom must have a sign out book for students including a section for late sign-in.
 - In order to track movement in the hallway and increase student accountability, hallway passes will be color coded according to student requested destination.
 - When speaking with students, teachers and school personnel should use the following 3 questions: 1. What were you doing? 2. What should you have been doing? 3. What will you do next time?
 - Teachers will state instructions to students affirmatively and use thanks at the end of their directions, ex. "Take your hat off, thanks."
 - Teachers will use referral forms and reflection sheets in compliance with the behavior plan in order to track behavior occurrences and increase the reflection and discussion around misbehavior. When students are referred to Guidance, Dean or AP's, these sheets will accompany the students.
 - Implement a theme for each month around increasing quality social skills, building positive community and being effective members of society.
 - Weekly community meetings within classrooms around monthly themes.
2. Exhibit school-wide transparency by sending emails on Weekly News to all staff including announcements, important dates, changes, etc that are taking place in each academy.
 3. Budget line for a Dean has been allotted.
 4. Professional Development Sessions conducted by Dean & Parent Coordinator to inform and train teachers and parents on:
 - Teacher Stance and Body Language
 - Students' Saving Face
 - Peace Path of "I" Message
 - Bullying and Anti-Cyber Bullying Training
 - Effective behavior management techniques in classroom and outside classroom areas
 5. Contract on Discipline code and behavioral expectations will be signed by students and parents.
 6. Frequent and consistent Middle School Town Hall meetings with the initial one to review the DOE Discipline Code.
 7. Host an Anti-Bullying Festival for grades K-8 in the Fall and the Spring in order to increase positive change within PS/MS 161. All school members will be invited to attend and participate including parents, students, and teachers.
 8. Dean to implement team to conduct periodic audits 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 ex. Glasser's theories of choice theory behavior management.

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

- Professional Development around brainstorming behavioral expectations within grade academies. Auditing of current behavior management practices and students' misbehaviors.
- Selected classroom teachers along with coaches and administration will form the core Behavior Management group and will lead the development of the Whole School Behavior Management Plan.
 - This team will research, analyze, and discuss a variety of discipline and behavior management theories. Decide on Behavior Management Theory of Action ex. rights, rules, and responsibilities.
 - Review citywide discipline code parameters
 - Discuss guiding principles of plan as aligned to positive behavior intervention systems.
 - Decide on 3-5 key positive expectations of behavior in school in order to build universal behavior support.
 - Collaboratively develop an anti-bullying policy.
- This teacher leadership group will regularly monitor and evaluate the effectiveness of the development of the plan and will lead the resulting school-wide implementation.

Evidence of Achievement & Timeline for Implementation

Evidence:

- 1. By September 2012, the PS/MS 161 Whole School Behavior Management Plan is collaboratively developed and implemented.
- 2. Learning Environment Survey responses will increase at least 5%, by parents, teachers, and students. With the intention that more survey participation will lead to more awareness and involvement.

Timeline:

- 1. September/October 2012- Staff meetings held to discuss needs and plan.
- 2. October 2012- Full implementation- share with whole staff, students, parents; ; Professional development with teachers re: behavior management; parent meetings with parents
- 3. November/December 2012- Gather feedback- adapt plan as needed
- 4. January/ February 2013- monitor implementation and adapt routines, processes and forms/templates.
- 5. June 2013- Feedback on successes and discussion on what went well and what did not work.

Comment [O]: Does an increase in the percentage of people taking the survey necessarily mean you achieved your goal of improving behavior, or improving the percentage of positive responses?

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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 and cyber-bullying parent workshops.
 - Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend).
 - Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community.
 - Supporting and implementing parental involvement activities as requested and suggested by parents and current needs.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
x _____ Tax Levy x _____ Title I _____ Title IIA x _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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.

ANNUAL GOAL #4 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 #4

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

By June 2013, 100% of teacher teams have collaboratively developed, implemented and evaluated rigorous curriculum maps in Literacy and Mathematics aligned to NYS Common Core Learning Standards that will include effective strategies to develop discussion and questioning techniques in the classroom.

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. NYS ELA and Math Test Results as well as Performance Assessments indicate the need to develop integrated units of work that include questioning and discussion techniques.
 2. Based on our students' current level of performance in regards to state academic achievement standards, there is a need to develop high order thinking skills that will improve students' fluency in language that will directly impact their academic performance.
 3. Continuing the recommendations from PS/MS 161 2010/2011's Quality Review, we will continue to embed higher order thinking skills and rigorous learning through project-based activities and the implementation of questioning and discussion techniques.
 4. Formal and informal observations of teachers indicate that teachers are using question techniques as a vehicle for students to demonstrate knowledge (convergent) rather than to promote thinking that will encourage them to make connections to previously learned concepts (divergent).
 5. Teachers' lesson plans show evidence of low-level, rapid-fire, short-answer questions rather than divergent questions that will encourage students to formulate hypothesis and challenged the views of others.

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) key personnel 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.
 1. Work collaboratively with network instructional members to provide guidance and support to teacher teams, coaches, and the administration in regards of best practices on implementing questioning and discussion techniques.
 2. In-school professional development around questioning and discussion techniques emphasizing the need to plan for questions that engage students in the exploration of content and consideration of new understanding.
 3. Using a Teacher Effectiveness Rubric to guide informal observations as well as discussions among the administration and staff in regards to its impact on planning and instruction.
 4. Using NYCDOE online resources to support understanding of Teacher Effectiveness Rubric and the best way to implement it in the classroom.
 5. Identifying staff who are successfully implementing questioning and discussion techniques to serve as models for teachers who need support on developing this skill.

Evidence

Comment [O]: You are not allowed to use Danielson for formal observations. It may be best to leave the formal piece out.

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

1. Curriculum maps of Literacy and Mathematics units of work aligned to Common Core Learning Standards (NYS) for K-8 grade levels that include questioning and discussion techniques.
2. Curriculum maps cross-checked for rigor using Hess's cognitive rigor matrix.
3. Analysis of formal and informal observation results with a focus on questioning and discussion techniques implemented in the classroom.
4. Agendas of teacher team meetings.
5. Lesson plans that highlight strategies directly related to questioning and discussion techniques
6. Increment on the number of student-centered classroom discussions

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Workshop on test preparation and content expectation in literacy and mathematics.
- Informing parents about the new shifts highlighted in the CCLS and CIE.
- Provide parents with pamphlets that provide support on home-school connections

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA x Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description | | |
|---|--|--|--|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA <ul style="list-style-type: none"> • Response to Intervention (RTI) | <ul style="list-style-type: none"> • Guided reading, • Shared reading • Interactive reading and writing • Oral language development • Higher order thinking skills aligned to CCLS. • Questioning and discussion techniques • ESL strategies if appropriate | <ul style="list-style-type: none"> • Benchmark assessments to identify at- risk students. • Small group and/or one to one instruction, depending on students' needs and as revealed in available data. • Progress monitoring for comprehension, vocabulary, fluency etc. • Orton-Gillingham Methodologies; • Fontas & Pinnell, Leveled Literacy Intervention (LLI) • Reading Reform Strategies | <ul style="list-style-type: none"> • During the school day: *Tier I and Tier II intervention within the classroom in 30 minute intervals. *Tier III intervention follows pull-out model in 30 minute intervals. • After-School: Targeted students receive extra support during after-school hours. |
| Mathematics | <ul style="list-style-type: none"> • Guided Math • Number Talks • GIGI Program • Higher order thinking skills aligned to CCLS. • Questioning and discussion techniques • ESL strategies if appropriate | <ul style="list-style-type: none"> • Weekly guided math groups in order to target individual students' needs and as based on analysis of student math data. • Individualized student instructional activities and assessments • Math games to boost automaticity in basic math facts and to help increase | <ul style="list-style-type: none"> • Tier One and Tier Two intervention within the classroom • Morning school groups: Targeted students receive extra support on building mathematical knowledge and skills. |

| | | | |
|----------------|--|--|---|
| | | overall mathematical computation and understanding. | |
| Science | <ul style="list-style-type: none"> • guided reading, • shared reading • interactive reading and writing • oral language development • higher order thinking skills aligned to CCLS. • Questioning and discussion techniques • ESL strategies if appropriate | <ul style="list-style-type: none"> • Tier I intervention is implemented in grades K-8 in order to address student needs regarding science vocabulary and science skills. • Small group work is conducted to provide interventions to targeted students. • Content area reading and writing addresses students' needs in building up their scientific literacy. | During the school day: *Tier I and Tier II intervention within the classroom in 30 minute intervals. |
| Social Studies | <ul style="list-style-type: none"> • Guided reading, • Shared reading • Interactive reading and writing • Oral language development • Higher order thinking skills aligned to CCLS. • Questioning and discussion techniques • ESL strategies if appropriate | <ul style="list-style-type: none"> • Tier I 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 comprehension, analysis, identification, and writing responses. • 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 | During the school day: *Tier I and Tier II intervention within the classroom in 30 minute intervals. |

| | | | |
|--|--|--|--|
| | | studies content. | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | | <ul style="list-style-type: none"> • Provides services 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. • Provides suggestions in regards to progress monitoring and intervention strategies based on the identified academic and behavioral needs of the student. • Available to discuss with identified at-risk students relevant issues currently impairing their academic success. | <ul style="list-style-type: none"> • During the day • After School |

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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 a week Guided Mathematics sessions, one day week scaffold 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 teacher's 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 teacher's 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 and intervention teaching: guided math intervention strategies. This professional development will deliberately include the RTI team and specialists.

*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 161 students' current gaps in understandings with the CCLS and thus the consequent adaptations and revisions needed in curriculum (the tasks) and the teaching.

*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 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 enlisted to provide further support in implementing the plan.

*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 task assessments.

*Professional development activities to support implementation of Hess' cognitive rigor matrix

*Similar to literacy, the professional development plan will build teacher's understanding, knowledge, and skills to be able to development, implement, and evaluate a specific rigorous CCLS aligned unit of work within which is embedded four performance tasks as per the Chancellor's Instructional Expectations

*Teacher teams will provide a common forum for building consistent understanding of higher order thinking skills, multiple pathways or entry points, project based learning, and understanding with the CCLS and thus the consequent adaptations and revisions.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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% |
|------------------------------------|------------|----------------------|------------|---|---------------|

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 <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 type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |
|--|--|

This school offers (check all that apply):

| | | | |
|--|---|--|---------------------------------------|
| Transitional bilingual education program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | 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 | To t # |
| 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.

At PS/MS 161, teachers use different components of balanced literacy to address the speaking needs of ELLs. For instance, interactive read alouds are part of the everyday routine. Student partnerships are part of the reading and writing workshop and book clubs run in all classrooms for five consecutive reading units. ESL teachers are constantly assessing ELLs' oral skills in order to increase their fluency of their presentation of knowledge and ideas.

ESL teachers also support students in the reading and writing components. Some of the work for this area includes:

- Shared Reading : Short texts, (poems, rhymes, songs, chants, articles) are carefully chosen by the teacher and presented in large text, placed on smart board or provided for each student. The 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 earlier stages of language development, ESL teachers invite students to take risks in recording their oral sentences, with their aid, into written text. (Approximately 10-15 minutes)
- Word Study/Phonics: Depending upon language stage, it includes the teaching of words, word families, root words in the upper grades and learning about letters, sounds and words in the earlier grades.
- Guided Reading: This activity is led by the teacher and done with short-term, transient, ability-based groups. It is followed by a teaching point. (Approximately 20-30 minutes)

5c. Plan for ELLs in school 4-6 years : We will be using balanced literacy components, which stress the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension, to help these students. Based on this approach, teachers demonstrate the habits and strategies of effective reading and writing through a variety of 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

reading and writing.

5d. Plan for ELLs in school 6 years completed or more/Long Term ELLs : Based on data, most of our long term ELLs show evidence of having trouble with the reading and writing components. Therefore, we have decided that the focus of instruction for long term ELLs will be teaching reading and writing skills. ESL students who have not met the performance standard in reading will improve their comprehension skills through instruction in independent, guided and shared reading. Teachers will incorporate contextualized word-study and phonemic awareness activities to improve fluency and accuracy. Each of our classrooms is equipped with an updated, leveled library of fiction and non-fiction books in all genres. ESL students' writing skills will be strengthened by the use of intensive group and one-on-one work focusing on qualities of good writing and additional focused help on spelling and grammar. Additionally, multiple strategies such as graphic organizers, small writing groups, the use of personal word walls, and visuals are always a part of teachers' lesson plans. Finally, the extended day program, which has a strong writing component, will scaffold and promote writing fluency.

6. Plan for ELLs in school with Special Needs - At PS/MS 161, 8% of our students have IEPs in which it is recommended for them to receive ESL or bilingual instruction. These students are entitled to receive a multidisciplinary and multimodal instruction that will help them increase their proficiency in all four language components (speaking, listening, reading and writing) while providing the special support they need to meet their individual academic needs. In order to achieve this goal, students are placed in the least restrictive environment to address their learning and social-emotional needs, including ESL services. At PS/MS 161, this includes six Self-Contained classrooms (two bilingual) and five integrative co-teaching classes.

Counseling services will also be provided to help develop social and emotional awareness in such a way that their academic achievement improves. Our school will provide and maintain a Pupil Personnel Team (PPT) to meet the needs of our students. The team will ensure that identified students receive proper interventions. Our school will provide and maintain School Based Health Services for all students, which will ensure that referrals from school personnel and parents be forwarded to the appropriate agencies. Finally, the school community and parents will work collaboratively to ensure overall students' academic, social and emotional well being.

7. In regards to using the curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment, in PS/MS 161, many of our ELL-SWDs receive their day-to-day academic instruction and services within the general education environment. With this in mind, scheduling has been designed in order to ensure students (those mandated to receive SETSS or ICT) are able to receive both their ESL and Special Education services through either a push-in or pull-out model by the service provider. For those students whose Individualized Education Programs (IEPs) mandate they receive special education support and services in a small class, the schedule is flexibly planned as such so they receive their mandated ESL services in a small group. The instructional groupings for these students, however, is not solely based on their IEP mandates but also takes into consideration their current ELL status level which, will provide them with the opportunity to receive ESL services with other ELL students who are in the general education setting.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|
| Native Language Arts | Spanish |
| Social Studies: | Spanish |
| Math: | Spanish |

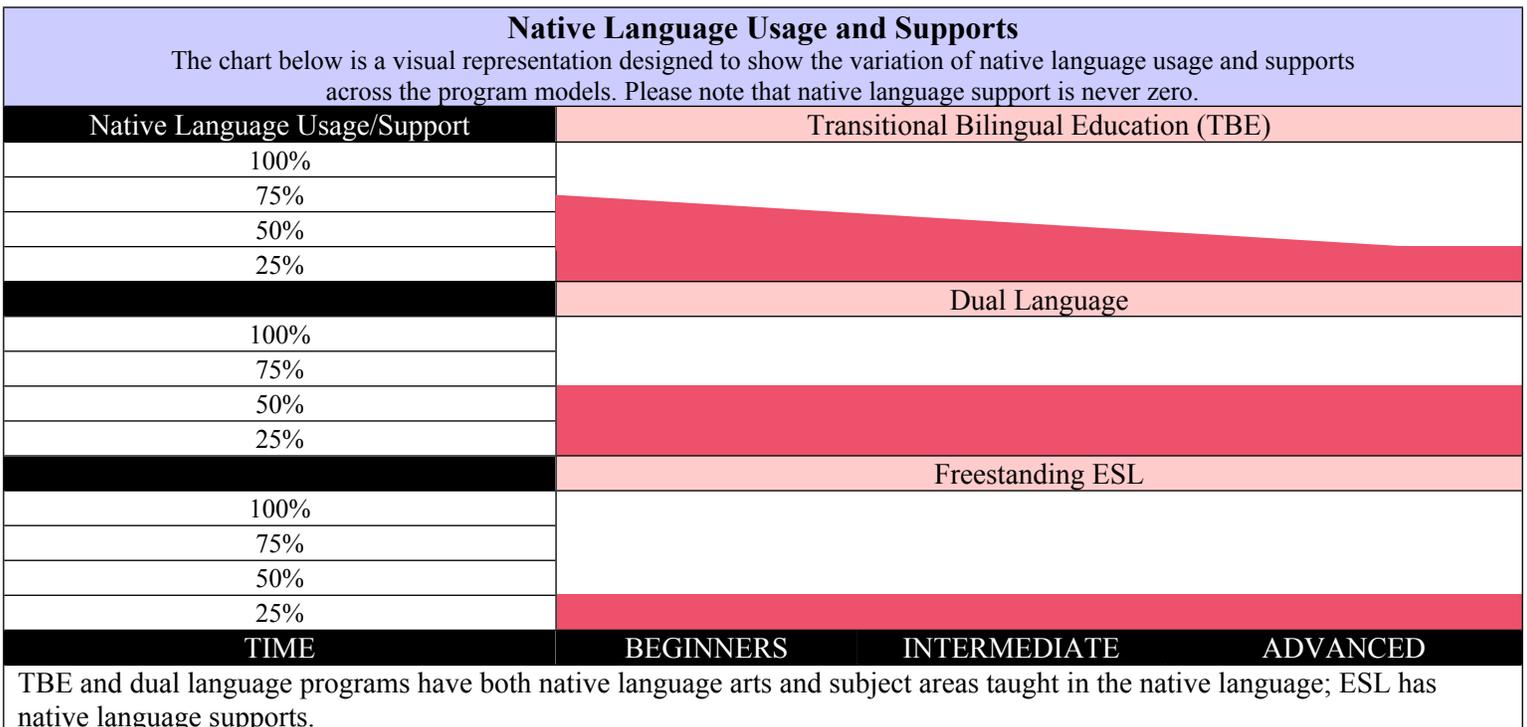
| Class/Content Area | Language(s) of Instruction |
|--------------------|----------------------------|
| | |
| | |
| | |

| | |
|----------|---------|
| Science: | Spanish |
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| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|--|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

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



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
 - Balanced Literacy Classroom libraries
 - Month by month phonics
 - 120 minute literacy block (balanced literacy including daily writing activities)
 - 2) Grades 4th - 8th
 - Balanced Literacy classroom libraries
 - 120 minute literacy block (balanced literacy including daily writing activities)
- C. Grades K – 6th Dual Language (Refer to Narrative for Program Description)
 - Balanced literacy in English (alternating day model)
 - Balanced literacy in Spanish (alternating day model)
 - Balanced Literacy Classroom Libraries (both English and Spanish)
 - 120 minutes literacy block (balanced literacy including daily writing activities)
 - NYC English Language Arts Performance Standards and Mathematics
- D. Science
 - MacMillan Science Program K – 8th grade
 - Literature links throughout learning experiences
 - Macmillan Science Program K –8thgrade in Spanish for Dual Language classrooms
 - Classroom libraries with 30% non-fiction expository text
 - Integration to Science Lab
- E. Social Studies
 - McGraw Hill Social Studies K-8th grade
 - McGraw Hill K-8th grade in Spanish for Dual Language classrooms
 - Standards based scope & sequence for core curriculum for grades K – 8
 - Classroom libraries with 30% nonfiction, expository text
 - Literature links throughout learning experiences

14. Native Language Support- In dual language classrooms, students receive native language instruction (Spanish) every other day. During these days, lessons are conducted in Spanish (targeted language) in all subject areas. This allows students to gain background knowledge in both languages and, therefore, able to transfer knowledge from one language to another, throughout all units of studies. Additionally, all new arrivals in monolingual classrooms whose parents opted for ESL services, are eligible to participate in the Native Language Arts Afterschool Program which focuses on Spanish literacy (Spanish being the targeted language) and beginning English phonics (see #10 for more details about this after school program).

15. All required services, support, and resources for ELL students are age and grade level appropriate. All classrooms have a well-stocked library with levels that range from A to Z and that includes a variety of genres in fiction and nonfiction, which is used by teachers to address individual student’s needs at their current reading level. In PS/MS 161, we also have a resource room where teachers can find a variety of resources for all subject areas and also tools for the application of any of the components of balanced literacy. We also have a well-stock Spanish library that dual language teachers from all grade levels use to match resources to the specific units under study.

16. To assist newly enrolled ELL students before school starts, we have partnered with many community based organizations to provide services to this population. Also, our school provides parent orientations and encourages parents to visit the school and a classroom during summer time. In order to prepare students for the transition into a new school, we also provide parents with school work packets that include some literacy and math activities that they can start implementing with their children at home.

17. In middle school, newly enrolled ELLs are only offered two language electives: English and their Native Language (mostly Spanish). Middle school ELL students who have been in the country for more than three years, follow a six-week rotation language program (Rosetta Stone) in which students are exposed to different languages in a specific period of time.

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)?

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

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.

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

4. The Dual Language model used at our school is a self-contained model.

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 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. These institutes are conducted in two cycles: Fall and Spring. There are three different workshops within each cycle. Each workshop is presented by school coaches/specialists and ends with a culminating activity and feedback. Moreover, in PS/MS 161, we also coordinate and facilitate the development of activities geared to reach families who are underrepresented because of social-economic, racial, and/or language barriers (parents of ELLs). For instance, in our school we sponsor family outings at least three times a year in which parents, students, and staff work on creating a stronger school community.

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 event that parents are not able to attend orientation meetings, all information (brochures, surveys, concerns, power point presentations) are sent home via mail in the family's home language. Additionally, parent-teacher conferences are conducted each fall and spring to orient ELL parents regarding program requirements, instructional standards, assessments, and school expectations. Translators and translated materials are available for these meetings as well.

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 |

| NYS ELA | | | | | | | |
|------------------------|---------|--|---------|--|---------|---------|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | Level 4 | Total |
| 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 |
| 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 | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|----------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| 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. These patterns are also identified in the English Language Arts test. Students in grades 5-8 show a decline in their listening skills due to the level of the listening passages read to them during the test. Writing, however, shows improvement, especially in the middle school level.

b. In PS/MS 161, school leadership and teachers use the results of the ELL Periodic Assessments to guide instruction. Once scores are released, the ESL team gathers to analyze results and creates action plans based on data. This allows classroom and ESL teachers to plan instruction geared to meet students' needs based on updated data.

c. Again, studies show that the higher the level of a student in his or her native language, the faster the student will learn a second language. Dual language teachers know that once something is taught in one language, there is no need to teach the same lesson again in the second language. Therefore, the more background knowledge gained in the classroom in one language, the better equipped the child will be to learn in a second language.

5. In dual language classrooms, we follow the TCRWP curriculum in both English and Spanish.

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

b. Data shows that the higher the level a student achieve in one language, the easier it becomes for them to learn a second language. Data also shows that students whose parents opt to place them in dual language classrooms and stay in that setting for all of their elementary school years, have a higher proficiency level in both targeted languages than the ones who have only spent a small part of their elementary school years in a dual language classroom.

c. The majority of English Language Proficient students who have been enrolled in a dual language classroom for most of their elementary school years reach level three in both, the English Language Arts Test and the State Mathematics Assessment.

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: <u>PS/MS 161</u> | | School DBN: <u>05M161</u> | |
|---|-----------------------------------|----------------------------------|-----------------|
| 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.

2012-13 Comprehensive Education Plan (CEP)

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: PS/MS 161 | DBN: 05M161 |
| Cluster Leader: C. Groll | Network Leader: Lucius Young |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: ESL Instructional Coach and RTI for New Arrivals |
| Total # of ELLs to be served: 304 |
| 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 type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 50 |
| # of certified ESL/Bilingual teachers: 11 |
| # of content area teachers: 39 |

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:

School Overview

We are constantly aware of the necessity to improve student achievement as measured by standardized test scores. We continually evaluate, analyze, and assess our progress as a whole, grade, class, and as individuals. Based on the 2011-2012 School Progress Report, the administration has established the following priorities for improvement during the 2012-13 school year:

1. Increase English Language Learners' (ELLs) performance in the English Language Arts (ELA) as measured by state standardized test.
2. Increase ELLs' performance in mathematics as measured by state standardized test.
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 an empowerment mindset 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.

Language Instruction Program

P.S./M.S. 161M, a K-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:

During the 2012-13 school year, P.S./M.S. 161M will continue offering a Dual Language Program in grades K-6. Students enrolled in these classes receive the following services:

- Each class will have 20-28 children.
- Classes are comprised of 50% EP and 50% ELL students.
- Self-Contained Model

Part B: Direct Instruction Supplemental Program Information

- 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 Common Core Standards as well as the ESL standards.
- Bilingual certified teachers

ESL Self-Contained Program:

Students whose parents opted for ESL receive the following services:

- Each class will have 20-28 students
- Self-contained model
- Co-teaching format (Lead Teacher + ESL teacher)
- ESL instruction is aligned to the Common Core Standards and NYS standards for teaching English as a Second Language
- 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 Elementary Common Branches teachers and six fully certified ESL teachers.

The Title III Grant will be used as follows:

Title III funds will be used to implement the following positions and/or programs in our school:

3. Early Morning Program
 - Targeted Population: “intermediate” and “advanced” level students
 - Grade Levels: 3-8

Part B: Direct Instruction Supplemental Program Information

- Goal: to increase ELLs' English proficiency as well as their academic skills in both ELA and Math.
- Standards: Common Core Standards and New York State (NYS) Standards for teaching English as a Second Language (ESL)
- Time Frame: October 16th, 2012 to April 26th, 2013
- Hours: 7:00 am to 8:00 am (1 hour) x 5 days a week
- Certified ESL and bilingual teachers
- Research Based Approaches:
 - i. Balanced Literacy
 - ii. Language Experience Approach
 - iii. CALLA-Content Area Language Learning Approach; Language Learning through Content Area.
 - iv. Depth of Knowledge (DOK) based on cognitive process and language skills of ELL's
 - v. SIOP – Making content comprehensible for English Learners
- 4. After School Program
 - Targeted Population: "beginning" ELL students
 - Goal: to increase beginning ELLs' English proficiency
 - Standards: Common Core Standards and New York State (NYS) Standards for teaching English as a Second Language (ESL)
 - Time Frame: October 16th, 2012 to April 20th, 2013
 - Hours: 3:00 pm to 4:30 pm (1.5 hours) x 3 days a week
 - Certified ESL teacher
 - Research Based Approaches:
 - i. Balanced Literacy
 - ii. Language Experience Approach
 - iii. CALLA-Content Area Language Learning Approach; Language Learning through Content Area.
 - iv. Depth of Knowledge (DOK) based on cognitive process and language skills of ELL's.

Part B: Direct Instruction Supplemental Program Information

- v. SIOPI – Making content comprehensible for English Learners

- 5. Saturday Program
 - a. Academic Program
 - Targeted Population: “intermediate” and “advanced” level students
 - Grade Levels: 3-8
 - Goal: to increase ELLs’ English proficiency as well as their academic skills in both ELA and Math.
 - Standards: Common Core Standards and New York State (NYS) Standards for teaching English as a Second Language (ESL)
 - Time Frame: October 16th, 2012 to April 20th, 2013
 - Hours: 9:00 am to 12:00 pm (3 hours) x 1 day a week
 - Certified ESL and bilingual teachers
 - Research Based Approaches:
 - vi. Balanced Literacy
 - vii. Language Experience Approach
 - viii. CALLA-Content Area Language Learning Approach; Language Learning through Content Area.
 - ix. Depth of Knowledge (DOK) based on cognitive process and language skills of ELL’s.
 - x. SIOPI – Making content comprehensible for English Learners

- b. Language Program
 - Targeted Population: “beginning” level students
 - Goal: to increase beginning ELLs’ English proficiency
 - Standards: Common Core Standards and New York State (NYS) Standards for teaching English as a Second Language (ESL)
 - Time Frame: October 16th, 2012 to April 20th, 2013
 - Hours: 9:00 am to 12:00 pm (3 hours) x 1 day a week

Part B: Direct Instruction Supplemental Program Information

- Certified ESL teacher
- Research Based Approaches:
 - vi. Balanced Literacy
 - vii. Language Experience Approach
 - viii. CALLA-Content Area Language Learning Approach; Language Learning through Content Area.
 - ix. Depth of Knowledge (DOK) based on cognitive process and language skills of ELL's.
 - x. SIOP – Making content comprehensible for English Learners

6. Materials & Resources

The school will purchase literacy classroom materials through Department of Education approved vendors. Materials will follow under any of the following categories:

- NYSESLAT Materials
- Independent low-leveled reading books (levels A to Q)
- Phonic books and games
- Word Family Books and games
- High Frequency Words Books and games
- Big Books
- Concept books
- Guided Reading books
- Readers' Theater Books

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:

Part C: Professional Development

The ESL/Dual Language Instructional Coach will be responsible for regularly providing professional development workshops, co-planning, demonstrating lessons, conducting assessments, as well as individually meeting with teachers to reflect on instruction and plan next steps. We will also contract Teachers College and AUSSIE to provide in-service workshops for all of our teachers. These professional development sessions will introduce topics that will be long-term and on-going in our school such as Implementation of Instructional Expectations, Common Core Standards, Universal Design of Learning (UDL), Understanding by Design (UBD), Depth of Knowledge (DOK), Components of Balanced Literacy, etc. Teachers will use common planning periods to collaboratively plan and incorporate what they learned into their teaching practices.

Staff Development (2012 - 2013 Activities)

Literacy:

Teachers College:

- Teachers College Literacy for Primary Level (k-2): 8 days x 90minX12classes
- Teachers College Literacy for Elementary Level (3-5): 8 days x 90minX12classes
- Teachers College Literacy for Middle School Level (6-8): 8 days x 90minX12classes
- Calendar Days in Teachers College (Columbia Univ.) 30 days (all day)
- Coaching Groups (3 coaches) 8 days

ESL Instructional Coach:

- Weekly Professional Development sessions with ESL Teachers 50minx1xWeek
- Weekly Professional Development sessions with ESL Self-Contained Lead Teachers 50minx1xWeek

Math

- Math AUSSIE for Primary Level: 8 days x 90minX12classes
- Math AUSSIE for Elementary Level: 8 days x 90minX12classes
- Math AUSSIE for Middle School Level: 8 days x 90minX12classes

Note***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.

Part D: Parental Engagement Activities

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:

To provide consistency within our Parent Academy in conjunction with our school based coaches and classroom teachers, we will offer a monthly Bilingual Parent Institutes in understanding the core curriculum, Common Core Standards, differentiating instruction, and balanced literacy. We will also offer Curriculum Night, Math Game Nights to all our parents, including parents of ELLs.

Parent Coordinator along with the ELL coach will host several bilingual 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 and in efforts to create a stronger school community, parents will be also invited to participate in a variety of Family Outings throughout the school year. If requested, parents will also have the opportunity to visit classrooms with the teachers of their English Language Learner children.

Finally, we will make a concerted effort to plan time for our teachers to meet with parents. Interpreters will be hired for Parent-Teacher Conferences and translations will be provided for all on-going communication between school staff and 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 | | |

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. |
|---|-----------------|---|
| development 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 | | |
| Other | | |
| TOTAL | | |