



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** DON PEDRO ALBIZU CAMPOS SCHOOL

**DBN (i.e. 01M001):** 05M161

**Principal:** PAMELA PRICE

**Principal Email:** PPRICEH@SCHOOLS.NYC.GOV

**Superintendent:** GALE REEVES

**Network Leader:** LUCIUS YOUNG

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Pamela Price	*Principal or Designee	
Peggy Girtman Atkins	*UFT Chapter Leader or Designee	
Danielle Guggenheim	*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	
Desiree Howard	Member/ Teacher	
Gabriel Previllon	Member/ Teacher	
Madeline Block	Member/ Literacy Instructional Coach	
Milton Polo	Member/ Teacher	
Linda Sherrod	Member/ Math Instructional Coach	
Patricia Welch	Member/ Parent	
Ana Perkins	Member/ Parent	
Hector Aquino	Member/ Parent	
Erica Weeks	Member/ Parent	
Marquette Reed	Member/ Parent	
Maria Kelly	Member/ Parent	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed
<b>School Leadership Team Signature Page</b>
<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
<b>Academic Intervention Services (AIS)</b>
<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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.

To improve students achievements outcomes with a particular focus on our students most at risk in ELA.

#### **Sub-Goals**

- By June 2014 increase the number of students moving up one level by 14% within the Gen Education students (Non Ells).
- By June 2014 increase the number of students moving up one level by 11% within the ELL students.
- By June 2014 increase the number of students moving up one level by 11% within the SWD students.

### **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 2012 2013 Progress Report indicates:

- Students' progress in Literacy is at 65.0% (Median adjusted growth percentile) as compared to peer schools of 77.5%, being 49.6% of the peer range.
- The percentage of students performing at Levels 3 and 4 in Literacy is at 12.0 %, being 39.4% of the peer range.

Performance data on the State ELA exams indicates that:

- Based on the new Common Core Exam Structure and Content 51% of the Gen Ed population received 1's and 2's
- Based on the new Common Core Exam Structure and Content 17% of the Ell's population received 1's and 2's
- Based on the new Common Core Exam Structure and Content 10% of the SWDs population received 1's and 2's

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Developed a non-fiction reading assessment to increase the correlation gap between running records reading levels and state exam results
2. Implementation of grade level teacher teams to analyze student work and other formative and summative assessment data in Literacy,
3. 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)
4. 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)
5. Provide further professional development for teachers regarding CCSS- with an emphasis on the following shifts: staircase of text complexity, text based answers and academic vocabulary
6. Align all RTI groups to effective literacy instruction by:
  - 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
  - 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)
  - Providing support to teachers from coaches and RTI personnel in planning differentiated instruction for these students during daily classroom balanced literacy sessions.
  - 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.
  - Continuously assessing students' progress in order to build consistency among teachers and practices

- 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.
7. Select students receive small group instruction in debate in grades 5-8 in order to improve speaking and listening skills in all subgroups.
  8. Students in grades 7-8 are organized in classes based on the following subgroups: ELLS, SWD's, General Ed. Students, Accelerated General Ed. Students allowing for teachers to better differentiate for their multiple classes.
  9. Teachers use official M.O.S.L performance assessments and results to gauge the growth analysis of each student and to further drive instruction.
  10. 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.
  11. Work collaboratively with network instructional members to provide guidance and support to teacher teams, coaches, and the administration.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Literacy coach works with teams of teachers to develop non-fiction running records. Resources used running records analysis from Teachers College assessment pro
2. Classroom teachers run teacher teams with support from coaches and administration.
3. Literacy coaches have designated grade bands of K-4 and 5-8 narrowing in the specific professional development for their given grades.
4. Coherency Team created a questioning and discussion rubric to assess students' answers and academic vocabulary.
5. Researching intervention options based on effective teaching and learning of literacy strategies 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). Providing support to teachers from coaches and RtI personnel in planning differentiated instruction for these students during daily classroom balanced literacy sessions
6. Debate program organized and facilitated by arts coordinator and NYC Urban Debate League
7. Teachers assess student reading and math levels while reorganizing classes for the following year based on data.
8. K-5 teachers use Teacher's College Reading and Writing Project Running Records to measure student learning. 6-8 teachers use the department of education's performance assessments for all content areas.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Students targeted are determined by those whose running records do not correlate with state exam results. The effectiveness will be determined by a better alignment of the students' non-fiction reading levels. The impact will give the teachers a more accurate determination of a student's non-fiction level allowing for more accurate scaffolding and small group instruction.
2. Develop implications for practice and monitor student achievement results to ensure each student makes progress.
3. Teachers are targeted based on grade level, years of experience, and specific needs of the individual teachers.
4. Students in K-8 with and emphasis on ELLs and SWDs
5. 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 as well as 2013 Statewide Exam results
6. Students determined by teachers based on speaking and listening needs.
7. All subgroups in the middle school population including ELLS, SWD's, General Ed., and Accelerated General Ed.
8. Teachers use data from M.O.S.L to assess all students and group students based on trends noticed in their performance.

**D. Timeline for implementation and completion including start and end dates**

1. By spring 2014 all teachers will be trained in the new non-fiction reading assessments. Administration of the new assessment will begin June 2014.
2. By June 2014 Teacher teams will have a total of 4 revised units (ELA, Math, Content Areas).
3. Teachers will continue to make progress throughout the school year 2013-2014 building on their craft as they gain experience.
4. By June 2014 teacher will have built a plethora of strategies to improve academic vocabulary, student interaction with grade level text complexity and text based answers.
5. Continuously assessing students' progress in order to build consistency among teachers and practices
6. Students are chosen in fall of 2013 and commitment to program is reassessed mid-year.
7. Students were assessed June 2013 for the upcoming 2013-2014 school year.

8. Teachers administer baseline assessment in October 2013 and will reassess students in May 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers will use the in classroom libraries and in house professional development for training.
2. Teacher teams use the Performance Based Tasks, Pre and Post-tests, to adjust lessons and activities.
3. Coaches utilize grade level meetings, teacher’s college reading and writing curriculum, staff developers, network trainings and school website to communicate possible resources to be used in the classroom.
4. Teachers will use the questioning and discussion rubric and resources on Engage NY.
5. 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.)
6. Students meet twice each week, once to prepare using non-fiction resources and once to debate and verbalize their ideas in debate format. Students meet in small groups of 4-8, receiving targeted instruction throughout the program.
7. Teachers used running records as well as periodic math assessments to determine placement of each individual student.
8. Teachers will use performance assessments provided by New York City Department of Education as well as running record assessments provided by Teacher’s College Reading and Writing Project.

**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).

- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.
- Organize Parent Workshops in order to provide 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 and its implications to newly designed state 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 high schools and specialized programs to parents of 5<sup>th</sup> to 8<sup>th</sup> grade students.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	X	Title IA	Title IIA	x	Title III	Set Aside	Grants
---	----------	---	----------	-----------	---	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

To improve students achievements outcomes with a particular focus on our students most at risk in Math.

**Sub-Goals**

- By June 2014 increase the number of students moving up one level by 17% within the Gen Education students (Non Ells).
- By June 2014 increase the number of students moving up one level by 14% within the ELL students.
- By June 2014 increase the number of students moving up one level by 8% within the SWD students.

**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 2012 2013 Progress Report indicates:

- Students' progress in Mathematics is at 60.0% as compared to peer schools of 72.7%, at 38.9% of the peer range.
- The percentage of students performing at Levels 3 and 4 in Mathematics is 15.0%, being 49.2 % of the peer range.

Performance data on the State Math exam indicates that:

- Based on the new Common Core Exam Structure and Content ----% of the Gen Ed population received 1's and 2's
- Based on the new Common Core Exam Structure and Content ----% of the Ell's population received 1's and 2's
- Based on the new Common Core Exam Structure and Content ----% of the SWDs population received 1's and 2's

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Implement PS/MS 161 Mathematics K-5 pacing calendars incorporating tiered and differentiated lessons within the math workshop model utilizing the Georgia Unit Standards lessons as a resource to create the school's math curriculum. These lessons are aligned to CCLS and Guided Math intervention sessions. Additionally, these lessons have a focus on the Mathematical Practices and higher order thinking through various levels of problem solving including Exemplar tasks and **the performance based tasks units of work**.
2. **Implement PS/MS 161 Mathematics 6-8 pacing calendars incorporating tiered and differentiated lessons utilizing** "Connected Math Project 3 (CMP3)" curriculum. The new CMP3 program is aligned to the Common Core Learning Standards and the Mathematic Practices as outlined by the NYS Education Department. It is an inquiry based program with a main focus on "teaching for meaning" in which students learn through investigations and problem solving with real contexts, situations and models building meaning for conceptual understanding and moving toward procedural fluency and application of knowledge.
3. Continue to implement the ST Math an Integrated Instructional System in partnership with MIND Research Institute. This year, students in grades 1 to 4 will participate in this program. The ST Math program is aligned to the NYS CCLS and is a game-based instructional software for K-5 intervention and is designed to boost math comprehension and proficiency through visual learning. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills.
4. School-wide implementation of daily Number Talks sessions to help children from K-6 to 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.
5. Implementing a Cognitive Guided Instruction (CGI) model in math for grades K-5. With the CGI approach, teachers focus on what students know and help them build future understanding based on present knowledge. The program aims to improve children's mathematical skills by increasing teachers' knowledge of students' thinking, by changing teachers' beliefs regarding how children learn, and by ultimately changing teaching practices. Grade level teacher teams to examine NYCDOE units of work according to Universal Design for Learning principles, Understanding by Design structures and Danielson's Framework of Teaching in order to develop clarity for effective teaching practice and unit implementation in the math content.
6. 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.
7. Based on assessment needs, coach teachers in the various aspects of guided mathematics instruction, using assessments to inform teaching and learning.

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 2013-2014 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 such as NYS mathematics exam, ECAM, Numeration/Operations CCLS-aligned Diagnostics, Basic Facts interview grids, Periodic 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 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 2 through 8)
  - b) Multiplication Bee Contest for grades 4 and 6

**B. Key personnel and other resources used to implement each strategy/activity**

- School-wide Coherence Team comprise of members representing all academies to develop instructional goals and expectations aligned to CCLS and 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 Academic Strategic Action Plans
- In grade-level teams, teachers reflect on their individual needs in relation to effective teaching and learning of mathematics.
- 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.
- Math Consultants will closely work with teacher teams to develop content knowledge and to provide the strategies students need to meet grade level standards.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Students targeted are determined by state exam results (level 1 and 2). The effectiveness will be determined by careful analysis of student data gathered through

classroom observations, quizzes, unit tests, and other formative and summative assessments. This will give teachers a more accurate determination of a student's level allowing for more accurate scaffolding and small group instruction.

2. Looking at student work to develop implications for practice and monitor student achievement results to ensure each student makes progress.
3. Teachers are targeted based on grade level, years of experience, certifications, and specific needs of the individual teachers.
4. Students in K-8 with an emphasis on ELLs and SWDs
5. Identifying students who are not at grade level standard as measured by periodic benchmarks and other progress monitoring tools such as student notebooks, quizzes and unit tests.
6. All subgroups in the middle school population including ELLS, SWD's, General Ed., and Accelerated General Ed.
7. Teachers use data from Math Baseline Assessment to assess and group students based on trends noticed in their performance.

**D. Timeline for implementation and completion including start and end dates**

1. By spring 2014 all math middle school teachers will have attended at least two CMP3 professional development days.
2. By June 2014 Teacher teams will have a total of 4 revised units (ELA, Math, Content Areas).
3. Teachers will continue to make progress throughout the school year 2013-2014 building on their craft as they gain experience.
4. By June 2014 teacher will have built a plethora of strategies to improve academic vocabulary, student interaction with grade level strands and mathematical reasoning.
5. Continuously assessing students' progress in order to build consistency among teachers and practices
6. Students are chosen in fall of 2013 and commitment to intervention programs (morning school, after school and Power Saturday) is reassessed mid-school year.
7. Students were assessed June 2013 for the upcoming 2013-2014 school year.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. In house professional development for training.
2. Teacher teams use the Performance Based Tasks Pre and Post-tests and adjusted activities.
3. Coaches utilize grade level meetings, Georgia standards, CMP3 curriculum, staff developers, network trainings and school website to communicate possible resources to be used in the classroom.
4. Teachers will use the questioning and discussion rubric and resources on Engage NY.
5. 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.)
6. Teachers use periodic math assessments to determine placement of student in intervention programs.
7. Teachers will use individualized student results from ST Math Program to plan lessons and differentiate instruction.

**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).

- Providing assistance to parents in understanding the Common Core Standards and new state 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 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 high schools and specialized programs to parents of 5<sup>th</sup> to 8<sup>th</sup> graders.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By June 2014, implement and conduct frequent cycles of formal and informal classroom observations including quality actionable feedback based on a research-based Teacher Effectiveness framework (Danielson) with 100% of K-8 teaching staff, and analyze and align this data to inform appropriate professional development, focused on improving student achievement.

#### **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 2012 2013 Progress Report indicates students' progress in Literacy is at 65% (Median adjusted growth percentile) as compared to peer schools of 77.5%, being 49.6% of the peer range. Students' progress in Mathematics is at 60.0% as compared to peer schools of 72.7%, at 38 % of the peer range. The percentage of students performing at Levels 3 and 4 in Literacy is at 12%, being 39.4% of the peer range. The percentage of students performing at Levels 3 and 4 in Mathematics was slightly higher at 15.0 %, being 49.2% of the peer range. These results indicate a renewed approach to both short and long term professional learning experiences at PS/MS 161 in both Literacy and Mathematics, connected to students' and teachers' needs, as well as being particularly aligned to the Chancellor's Instructional Expectations 2013 2014 of "preparing to implement a new system of teacher evaluation and development" (QI 4.1, 4.2), "shifting classroom practice" (QI 1.2) and "actively supporting teacher growth (QI 1.2, 4.1, 4.2), (CIE, 2013-2014, p.1).

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1. Principal and Assistant Principals to attend further training regarding implementation of research-based teacher effectiveness rubrics to use in informal observations to ensure consistency of practice, feedback and accurate use of framework (CIE 2013 2014: Participate in trainings to understand the new system of teacher evaluation and development (including measures of student learning), leading to principal certification and accurate use of Danielson's Framework for Teaching", p. 2).
  2. Cohesive and integrated Professional Development Plan for 2013 2014 that aligns all professional development focus areas, including actionable feedback from administrators to educators (CIE 2013 2014: Plan for and implement required trainings on the new system of teacher evaluation and development for all appropriate members of the school community", p. 2).
  3. Monthly Professional Development Schedule for 2013 2014, specifying all professional learning opportunities, including formal and formal feedback sessions (CIE 2013 2014: "Ensure opportunities for staff to collaboratively build a school-wide understanding of the components of Danielson's Framework for Teaching included in the new system of teacher evaluation and development" p. 2)
  4. IPC's held with each teacher through September/October 2013 to establish teachers' goals and expectations for evaluation and development systems throughout the year and for teacher to select option for observations (CIE 2013 2014: Actively participate in their own development as teachers, supported by the implementation of a new system of teacher evaluation and development", p.2)
  5. Professional Development sessions for whole staff regarding Chancellor's Instructional Expectations 2013/2014 priorities, including required trainings on new system of teacher evaluation and development (Teacher Evaluations & MOTP) for all members of the school community to build shared understandings and consensus of processes, identifying key components and organizational/ structural issues, pertinent to PS 130; Summer training sessions MOTP Team/ ongoing PD

with Network personnel (CIE 2013 2014: Engage in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas, working toward a smooth transition to a new system of teacher evaluation and development in the fall”, p. 2)

6. Principal and Assistant Principal establish schedules for conducting frequent formal and informal observations and monitor achievements daily/weekly (CIE 2013 2014: Provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson’s Framework for Teaching, the Common Core, and other content standards”, p. 2).
7. Develop clear processes and shared norms between school leaders and teachers for engaging in short, frequent cycles of classroom observation and feedback (CIE 2013 2014: Strengthen the school’s system for supervising and supporting teacher development, paying particular attention to the instructional focus” p. 2).
8. To ensure whole school consistency in feedback with teacher evaluations, Principal and Assistant Principal meet daily/weekly to calibrate observations and feedback as well as calibration observation, mapping and feedback sessions with Network Talent Coach (CIE 2013 2014: “Engage in calibration practice on Danielson’s Framework for Teaching... and reflect on their work and actively participate in their own development based on their understanding of effective school practice as defined by the Quality Review Rubric”, p. 4.)
9. Principal and Assistant Principal meet with Literacy coach and Mathematics consultant to adjust, adapt professional development priorities as informed by teacher observations and feedback (CIE 2013 2014: “Review evidence of teacher effectiveness, including student work and teacher practice aligned to the citywide instructional expectations, to make evaluation and support decisions aligned to Danielson’s Framework for Teaching and the new teacher evaluation and development system”, p. 4).
10. Conduct summative end of year conferences with each teacher, collaboratively setting goals and next steps for next year’s priorities (CIE 2013 2014:
11. “Reflect on their work to identify areas for growth and actively participate in their own development”, p. 4).

## **2. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principal
2. Principal, Assistant Principal, Literacy Coaches, Math Coaches, Math/Literacy Consultants, Grade Level Math teacher leaders
3. Principal, Assistant Principal, Literacy Coaches, Math Coaches, Math/Literacy Consultants, Grade Level Math teacher leaders, individual grade level teachers
4. Principal, Assistant Principal, grade level teachers, cluster teachers, SETTS teachers, Literacy Coach, Reading Recovery teacher
5. Principal, Assistant Principal, all staff, Network personnel for professional development regarding MOTP
6. Principal, Assistant Principal
7. Principal, Assistant Principal, teachers
8. Principal and Assistant Principal, Network Talent Coach
9. Principal, Assistant Principal, Literacy Coaches, Math Coaches, Mathematics/Literacy Consultants
10. Principal, Assistant Principal, individual teachers

## **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

4. Principal and Assistant Principal have increased knowledge of MOTP so as to forward plan implementation of teacher evaluation system
5. PSMS 161 integrated Professional Development Plan developed including achievement indicators and associated timeframe
6. PSMS 161 Monthly Professional Development Schedule developed, specifying each PD opportunity
7. Copies of each teacher’s chosen observation model and personal professional goals for year, check-in with each teacher mid year after informal/formal observations in January 2014
8. Schedules/agendas of professional development sessions regarding MOTP and/or Lab site for Mathematics/ common grade level meetings for Literacy; informal discussions with teachers indicate satisfaction with professional development
9. Teacher observation schedules established by Principal and Assistant Principal are implemented, monitored daily/weekly and adjusted as necessary
10. Processes for observations detailed and implemented, **mid-year survey monitoring teachers’ satisfaction with systems**
11. Daily/weekly meetings between Principal and Assistant Principals; Network Talent Coach calibration sessions documented and used to inform consistency in observations

12. Coach meetings held weekly/ Consultant debriefing meetings held each visit and professional development plan/schedule adjusted accordingly;  
Coaches'/Consultants' logs

13. Copies of end of year summative assessment conferences/agendas/notes

**14. Timeline for implementation and completion including start and end dates**

1. By end of Summer 2013
2. Developed by October 2013, monitored three times in year- December, March, June
3. Developed by October 2013, adjusted monthly as needed and monitored three times in year- December, March, June
4. Begun September 2013 and completed by Mid-October 2013
5. September PD days, weekly before school professional learning sessions with Network staff,
6. By end September 2013, ongoing daily with various teachers, completed June 2014
7. By end September 2013, prior to formal and informal teacher observations beginning
8. Leadership meetings scheduled and held weekly, Network Talent Coach sessions scheduled for calibration sessions
9. From Sept 2013 to June 2014: weekly Coach meetings, debriefing meetings held each consultant visit
10. From beginning May 2014 to June 2014

**15. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Discussions based on Danielson's Framework for Teaching and its implication on teacher practice and instruction.
2. Analysis of formal and informal observation results with a focus on feedback.
3. Analysis of Teacher Profile sheets with a particular emphasis on teacher grows.
4. Teacher Support tracking document based on teacher needs
5. Meetings with Talent Coach
6. Collaborative learning walks

**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).

Open House workshops to orient the parents on classroom environment expectations.  
Meet the Teacher Night with parents to outline instructional goals and expectations.  
Parents are invited to visit classrooms so they can see how the environment is organized for academic success.  
Frequent opportunities for families to engage in the learning process.  
Teacher Workshops to increase communication with families in a more culturally sensitive manner  
Monthly newsletters to describe class activities, family field trips and school projects and events  
Middle School Phone Call Log to address student behavior and to reinforce positive interactions

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
----------	-----------------	----------	-----------------	--	------------------	----------	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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 2014, improve the Safety and Respect score on the Learning Environment Survey from 7.6 to 8.0, through the consistent and collaborative development, implementation, and modification of a cohesive Whole School K-8 Behavior Management Plan.

## **Comprehensive Needs Assessment**

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

1. The 2012/2013 Learning Environment Survey indicated a school score of 7.6, in the component of Safety and Respect. This score is only a slight increase from our previous score of 7.5. Further investigation of the indicators revealed:
  - Parents reported wanting 1-More hands on learning 2-Smaller class sizes and 3-More preparation for state tests
  - Students reported wanting 1-To increase treating each other with respect and 2-To increase treating adults with respect
  - Teacher reported wanting 1- To get the help I need to address student behavior issues 2-To increase students treating adults with respect 3-To decrease students being harassed or bullied in school and 4-To increase order and discipline being maintained at my school
2. Qualitative informal data from administrators, teachers, dean, parent coordinator, parents and students also reveals a strong need for consistency of handling behavior management cases and anti-bullying procedures to ensure students', teachers', parents' roles, rights, and responsibilities in terms of behavior are all recognized. Therefore, it is identified that clear expectations of rules, responsibilities, and consequences as well as unified strategies and procedures are needed throughout the school in order to ensure the safety and respect for all school community members.

## **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Organize Behavior Management Team of Principal, Assistant Principal, Dean, teachers, coaches, and orchestrate plans to disseminate information and professional development to teachers, students, and parents. Plan of action to include:
  - Whole School Behavior Management Plan
    - Implement, reinforce, and share with school community (staff, students, and parents) the school-wide mantra, "Be Safe, Be Responsible, Be Respectful."
    - Put up signs that direct the Middle School traffic including the bathroom policy so all community members will know the routine
    - Place behavior posters to remind students of the appropriate behavior to display in the hallway, stairwell, cafeteria, and outside yard.
    - Color-coded hallway passes in order to track movement in the hallway and increase student accountability.
    - When speaking with students, teachers and school personnel should use the following three questions 1. What were you doing? 2. What should have 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. "Walk, thanks."
    - Teachers will use referral forms and reflection sheets in compliance with the behavior plan in order to track and monitor behavior occurrences and increase the reflection and discussion around misbehavior. When students are referred to the Dean, Guidance, or Assistant Principals, these sheets will accompany the students.
    - Implement a Character Building them for each month around increasing quality social skills, building positive community and being effective members of society accompanied with Weekly Community Meetings around these topics.
  - Increased school-wide transparency by sending Weekly News emails from the Assistant Principals to all staff including announcements, important dates, and changes occurring within each academy.
  - Unified Detention Policy and Detention Team to collaboratively develop system and analyze and monitor expectations.
  - SAVE Room
  - PBIS
  - Standard Uniform Policy & Incentives
  - K-8 Students of the Month
  - Middle School Students of the Week

- Middle School Student Government
  - Middle School Behavioral Incentives (Dances, Honor Roll Club, Electives)
  - Academic Power Periods
  - Frequent & Consistent Middle School "Town Hall" Meetings
  - Strategic Middle School Scheduling: Gym & Technology in afternoon, Electives after lunch and last period of day
  - Individual Conduct Sheets
  - High School Mentorship Program
  - Clear Parent/Student/Teacher Responsibilities
  - Hall Monitors
  - Anti-Bullying Festivals for grades K-8 in the Fall and the Spring in order to increase positive change, community building, and conflict resolution strategies.
  - Peace Week in September encouraging entire school community to perform random acts of kindness, increasing awareness of inner conflicts and worldly conflicts and peaceful strategies for resolution and reconciliation. Culminates with a school-wide Peace March where students are encouraged to write, create, and share their messages of Peace.
  - Respect for All Week in February
2. 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.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Implementation and frequent planning of various teams (includes teachers, assistant principals, coaches, Dean, Guidance Counselors) around behavior management: Social & Emotional Team, Detention Policy, Behavior & Consequences, and Establishing Non-Negotiables.
2. Positive tokens and trophies for uniform policy adherence for classes
3. School-wide signs following the PS 161's Whole School Behavior Management Plan's rules, guidelines, and procedures around the mantra of "Be Safe, Be Responsible, Be Respectful." Signs will be located in the classrooms, hallways, stairwells, lunchroom, and play areas.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

The following targets are identified as assisting in the monitoring of the progress, effectiveness, and impact of the above listed strategies and activities:

1. Monthly Projects & Bulletin Boards
2. Tokens
3. Class Prizes
4. Weekly chart monitoring uniform adherence to class by class
5. Schedule monitoring frequency, duration, & intensity
6. Progress Monitoring Implementation Checklist
7. Monitoring Effectiveness
8. Twice a month celebrations for students maintaining an 80 point average in all of their classes
9. Attendance Sheets
10. Bi-Annual Festivals
11. Annual Peace March Bulletin Boards
12. Behavior Modification Charts
13. Artifacts of student-produced work

**D. Timeline for implementation and completion including start and end dates**

1. By September/October 2013, all components of the Whole School Behavior Management Plan will be collaboratively modified and put in place.
2. By October 2013, staff meetings will be held to discuss identified needs and new policies and routines in place.

3. By October 2013, positive incentives to begin to be distributed as needed.
4. By October 2013, dissemination of information and meetings held with students and parents around behavior policies and yearly events.
5. By October 2013, professional development with teachers regarding behavior management routines and strategies.
6. By December 2013, gather feedback and adapt plan as needed.
7. By February 2014, monitor implementation, adapt routines and gather data around behaviors, behavior management and school practices.
8. By June 2014, evaluate and analyze data, feedback and recommendations are discussed including what went well and what did not work. Adaptations for 2014-2015 school year are planned at Staff Retreat.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

The following programmatic details and resources will be used to support each instructional strategy and activity:

1. Teacher Team meetings to develop curriculum
2. Weekly Community Meetings
3. IEP Planning
4. Data Gathering Implementing Strategies
5. Student Conduct Sheets completed daily, evaluated & analyzed weekly with reflection & discussions
6. Team Meetings Weekly Announcements
7. Monthly Postings of Staff Professional Development
8. Orientation for Students around behavior policy and expectations
9. Administrative Preps for overseeing Detentions and Hallway Monitoring
10. Gathering & Organizing Sheets Daily Communicating to Staff Planning Meetings
11. Curriculum Adaptation
12. Additional preps for planning and implementing behavior systems including incentives
13. Professional Development on use of academics i.e. literacy to connect and drive our positive interventions
14. Professional Development on Micro Skills and Classroom Management
15. Professional Development on Non-Verbal Re-directives
16. Specifically in regards to planning and developing BIPs and FBAs, establishing baseline data documentation for behaviorally at-risk students
17. Evaluating Intervention Effectiveness Evidence Based Criteria
18. Identifying functions & purpose of behaviors
19. CCLS rubric creation on self-monitoring standards achieved in order for goal setting

**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).

- Sharing information about school and parent related programs, meetings, and other activities in a format and in a language that all parents can understand.
- Hosting parent workshops around issues of safety and respect both within the school as well as home environment. This includes information on technology, anti-bullying, and cyber-bullying.
- Providing professional development opportunities for staff with the input and assistance of parents in order to increase strategies around outreach, communication, and cultural competency in order to build stronger ties between parents and members of our school community.
- Parents will be knowledgeable about the school's anti-bullying no tolerance. Parents will be invited to come in and volunteer at festivals, marches, and events.
- Parents will also be active participants in sending their children to school ready to learn in their uniforms and with appropriate school materials.
- Supporting and implementing parental involvement activities as requested and suggested by parents and current needs.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA	x	Title IIA	x	Title III		Set Aside		Grants
---	----------	--	----------	---	-----------	---	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

### **Goal and Action Plan #5**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

#### **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).

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
----------	--	----------	--	-----------	--	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

### Description

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

		<ul style="list-style-type: none"> <li>• Math games to boost automaticity in basic math facts and to help increase overall mathematical computation and understanding.</li> </ul>	
<b>Science</b>	<ul style="list-style-type: none"> <li>• guided reading,</li> <li>• shared reading</li> <li>• interactive reading and writing</li> <li>• oral language development</li> <li>• higher order thinking skills aligned to CCLS.</li> <li>• Questioning and discussion techniques</li> <li>• ESL strategies if appropriate</li> <li>• Peer evaluation</li> <li>• Integration of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Tier I intervention is implemented in grades K-8 in order to address student needs regarding science vocabulary and science skills.</li> <li>• Small group work is conducted to provide interventions to targeted students.</li> <li>• Content area reading and writing addresses students' needs in building up their scientific literacy</li> <li>• Learning to use scientific data bases to create graphics and work on analysis skills.</li> </ul>	<p>During the school day: *Tier I and Tier II intervention within the classroom in 30 minute intervals.</p>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Guided reading,</li> <li>• Shared reading</li> <li>• Interactive reading and writing</li> <li>• Oral language development</li> <li>• Higher order thinking skills aligned to CCLS.</li> <li>• Questioning and discussion techniques</li> <li>• ESL strategies if appropriate</li> <li>• Use of technology for research and incorporating music from the revolutionary, colonial and civil war periods into Social Studies presentations and digital work according to CCLS</li> </ul>	<ul style="list-style-type: none"> <li>• Tier I intervention is provided for students in grades K-8 in order to address student needs in social studies.</li> <li>• Small group work is conducted based on analysis of student data around comprehension, analysis, identification, and writing responses.</li> <li>• Multi-media tools are used to help students analyze documents, texts, pictures, charts, and maps.</li> <li>• Field Trips are arranged for students requiring more understanding and immersion in the social studies content.</li> </ul>	<p>During the school day: *Tier I and Tier II intervention within the classroom in 30 minute intervals.</p>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Training for Peer Mediation</li> <li>• Health Boys/Girls</li> <li>• High School Applications</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> <li>• After School</li> </ul>

		<ul style="list-style-type: none"><li>• Provides suggestions in regards to progress monitoring and intervention strategies based on the identified academic and behavioral needs of the student.</li><li>• Available to discuss with identified at-risk students' relevant issues currently impairing their academic success.</li></ul>	
--	--	---	--

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Hiring Committee members attend all recruiting fairs and partner with Teacher's College to interview their graduates. Candidates are interviewed by members of the hiring committee -including the principal, asked to give a demonstration lesson and invited to a debriefing session where feedback is given. We also recruit the best of a cohort of student teachers that have done their practicum at PS/MS 161. New teachers are paired with a mentor –an instructional coach or master teacher- who meet with them, organize inter-visitation schedules, observe new teacher's practice and provide feedback on a regular basis. Grade leaders provide assistance on curriculum, teacher practice, and classroom management. Assistant principals and principal observe and continuously provide feedback. Instructional coaches also model and/or co-teach with new teachers. New teachers meet once-a-month with all coaches and the Dean of Development who is a member of the Hiring Committee. A Teacher Profile is given to all teachers which serves as a reflection tool to identify teachers' glows, grows, goals, and possible action plan. This helps to learn more about new teachers and how to support their growth based on their needs. This document also allows for tiering and differentiation in professional development given by coaches, assistant principals and lead teachers. Some professional development is given by lower grade and upper grade coaches in literacy, mathematics, and technology. Highly qualified professional development in mathematics is provided by AUSSIE and literacy is provided by staff developers from Teacher's College. Literacy professional development takes place at Columbia University and at the school in a meeting or in a lab-site in classroom which allows for a professional to model instruction. Finally, all teachers are involved in planning sessions that take place in June. In these meetings, teams plan for the following year which in turn helps teachers to have a vested interest in teaching and learning.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teacher self-evaluation and goal setting as well as the school's mentor program with coaches and lead teachers help new teachers adjust to the school's culture. Class walk-throughs for administration, coaches and master teachers provide quick and meaningful feedback. Southern Cross (K-5 Mathematics), Generation Ready (MS Mathematics) and Teacher's College (literacy and content area) staff developers provide Common Core Learning Standards aligned research-based information on the latest practices in each subject. Consultants visit the school building at least once-a-month or every six weeks to provide workshops based on city-wide instructional expectations, alignment of curriculum to state standards, how to scaffold lessons, best practices, and the importance of using assessment to help students improve or exceed expectations. Collection of data on students' academic performance and social interactions is discussed and analyzed in Teacher teams at least once-a-week in K-5 and at least twice in middle school during common administrative preparation time. The analysis supports teachers' decisions on how to best help students' improve. Another big focus of teacher teams is how to differentiate instruction for ELLs, Students with Disabilities, students at-risk and students who perform above grade level. Other outside vendors such as New York Historical Society and Carnegie Hall provide professional development in extra-curricular areas and how this can be connected to everyday instruction.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
--

In a school with a 98% poverty rate and a population located in a severely underserved community, coordinating and integrating funds is an essential task. The intention and the purpose of the received funding is mainly to improve students' academic, social and emotional skills. Therefore, PS/MS 161 uses received funds to 1) design a professional development plan for teachers and paraprofessionals that focuses on specific aspects of the core and balanced literacy instruction; implementation of K-8 pacing calendars in mathematics, incorporating tiered instruction and differentiated lessons within the workshop model, and using assessments in instruction; 2) provide students with learning materials, clothing and exposure to cultural resources in New York City; 3) hiring teachers with the required certifications in order to provide students with the ESL or SPED services they need. Parent involvement is one of the top foci at 161 but, unfortunately, we struggle with this. We believe that parent involvement would help increase our students' academic success. There are scheduled workshops for parents in technology, school-home connections, and understanding of the common core. Outside agencies are invited to come to speak to the parent teacher association about drugs, alcohol, and tobacco abuse. We recognize that a considerably high percentage of our students come to school with a language deficit not only due to coming from households where English is not the language spoken but also because children living in poverty start school with a 10,000 word deficit in the amount of words they know. Many of our students have not gone to the library before the beginning of their formal education - kindergarten. Keeping this in mind, we believe that spending more time in school is beneficial to our students. As a result, we have implemented several initiatives which include a morning intervention program in mathematics, Book Clubs, open-door school library at 6:45am daily, after school classes in mathematics and literacy, athletics, drama, art and music classes from 3:00-4:30 as well as Saturday classes for test preparation and debate classes. Technology is also an important tool and resource used at 161. In order to instill in our students the idea that they are part of the 21<sup>st</sup> Century, we have made technology a daily part of their education. Our school has two fully equipped computer labs, smart-boards and document projectors and at least two computers in each classroom and laptops for all teaching staff members so that they can create interactive and engaging lessons for students. We are focused on our students' improvement so all programs within school hours and outside school hours are designed to improve the whole child, his family and their community. A school that does well with their students impacts the community by providing more choices in career and college opportunities.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

Parents and guardians engagement activities, like Meet the Teacher Night. Parents are invited to spend half-days in the classroom. In addition, we conduct presentations on our kindergarten program which includes a rigorous academic and arts program.

**Measures to Include Teachers in Decisions Regarding Assessments**

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

The MOSL committee met throughout the summer and fall of 2013 to make school-wide assessment decisions. The committee was made up of teachers from each grade and each academy, including the UFT representative. A school administrator was also a member of the team. Factors that were considered during the process were: 1. Our student population including our ELLs and SWDs. 2. Assessment Data including: TC assessments, NYS Assessments in Mathematics, Literacy, Science, NYSESLAT, and teacher-made assessments.

Teacher teams meet in grade level groups to study student work and to make decisions on instruction and assessments. In addition, we have a Coherency team (allows for vertical planning) has a member from each grade which meets bi-monthly to collaborate and align their assessments and work of the school to ensure coherency with the school-wide instructional focus. This includes assessment decisions.

At PS 161 we are constantly seeking to know teachers' opinion regarding instruction and assessments therefore we conduct surveys to gather this information and plan professional development that would address teachers' needs. Finally, we make sure teachers can have a sense of agency on school initiatives by coordinating mid and end of the year planning retreats.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>161</b>
School Name <b>Don Pedro Albizu Campos</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Pamela Price</b>	Assistant Principal <b>Nazda Palchik-Medina</b>
Coach <b>Madeline Block</b>	Coach <b>Linda Sherrod</b>
ESL Teacher <b>Annie Brown</b>	Guidance Counselor <b>Nelson Fernandez</b>
Teacher/Subject Area <b>Gabriel Previllon</b>	Parent <b>Danielle Herber</b>
Teacher/Subject Area <b>Milton Polo</b>	Parent Coordinator <b>Kareem Williams</b>
Related Service Provider <b>Lucrecia Oliver</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>4</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>7</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>3</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>915</b>	Total number of ELLs	<b>276</b>	ELLs as share of total student population (%)	<b>30.16%</b>
--	------------	----------------------	------------	---	---------------

## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	1	1	1	1	1	1	1							7
<b>Freestanding ESL</b>														
Push-In	1	0	0	0	0	0	0	0	0					1
self-contained		1	1	1	1	1	1	1	1					8
<b>Total</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	276	Newcomers (ELLs receiving service 0-3 years)	178	ELL Students with Disabilities	62
SIFE	29	ELLs receiving service 4-6 years	72	Long-Term (completed 6+ years)	26

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	76	9	7	8	0	0	0	0	0	84
ESL	102	16	20	64	4	25	26	0	10	192
Total	178	25	27	72	4	25	26	0	10	276
Number of ELLs who have an alternate placement paraprofessional: 0										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EP	EL	EP																
Spanish	16	5	14	10	9	12	13	13	10	17	10	5	12	12					84	74
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	16	5	14	10	9	12	13	13	10	17	10	5	12	12	0	0	0	0	84	74

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
<b>TOTAL</b>	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): 62      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0      Asian: 0      Hispanic/Latino: 62  
 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	20	18	8	20	22	10	19	29	23					169
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	0	3		1	4	1	3	2	5					19
Haitian	1													1
French								2						2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	22	21	8	21	26	11	22	33	28	0	0	0	0	192

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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)	19	9	8	6	8	4	7	9	6					76

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	3	11	6	10	18	8	9	8	9					82
Advanced (A)	17	14	3	18	10	9	18	16	13					118
Total	39	34	17	34	36	21	34	33	28	0	0	0	0	276

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	13	1	0	26
4	18	2	0	0	20
5	27	4	0	0	31
6	28	5	0	0	33
7	24	2	0	0	26
8					0
NYSAA Bilingual (SWD)				9	9

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	2	9	5	5	1	1	0	29
4	9	6	2	1	0	1	0	0	19
5	12	8	7	2	0	1	0	0	30
6	10	7	7	3	1	2	0	0	30
7	15	5	1	2	0	0	0	0	23
8									0
NYSAA Bilingual (SWD)							9	0	9

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	3	5	2	7	3	3	2	25
8	5	2	18	3	2	0	2	0	32
NYSAA Bilingual (SWD)							4	0	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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	3	6	15	15	1	9	8	22
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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 plans for the year. For instance, after analyzing data from newly enrolled ELL students in our school, we realized that approximately two-thirds 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. Additionally, 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. In the upper grade and middle school level, data shows that our students' NYSESLAT scores do not match neither their reading levels nor their ELA scores. Therefore, this year although teachers will keep on working on decoding and fluency with their students, staff and ESL providers are focusing more in comprehension and the application of reading skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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 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 free-standing ESL instruction in monolingual classrooms. Most parents, however, who initially opted for dual language instruction, choose to keep their children in a dual language classroom. Most of the advanced level ELLs are currently in the middle school academy.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

An analysis of the NYSESLAT (The New York State English Language Achievement Test) data obtained from previous years - 2013 RNMR report is not available this year- reveals that across all grades the lowest scoring modality is often writing. Across all grades, listening is the highest. This information suggests that a rigorous writing program is critical. Recognizing this need, the school's leadership team has chosen "writing across content areas" as the instructional focus for this school year. In accordance to this, the Professional Development Team has created a plan targeting student writing skills. Expectations include incorporating writing in all subject areas, using questioning and discussion techniques to rehearse writing and using language objectives to improve writing. Although NYSESLAT data indicates that when planning ESL instruction for the ELL population at our school, there should be considerable attention to plan lessons that develop writing skills, teachers will still implement instruction that addresses all four language modalities until all children reach proficiency levels. To do so, teachers are continuously gathering data from different available assessments. ARIS and Periodic Assessments are used to inform planning and teaching. By using data, teachers are able to address students' needs in small group instruction settings.

4. For each program, answer the following:

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

a. Data from previous years 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 findings, however, do not apply to those ELLs who arrive to the country with no literacy skills in their native language (SIFE students).

b. In PS/MS 161, the 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 teachers and ESL providers to plan instruction geared to meet students' needs based on updated data.

c. Research shows 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. Based on this believe, dual language teachers use students native language skills to make content meaningful and allow the transition of knowledge from one language (L1) to the other one (L2).

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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.

Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. ELL students are moved into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom thorough small group instruction, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction in our school is tailored to meet ELLs' language needs and is incorporated into research-based intervention strategies.

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

Due to the high numbers of ELLs in our school, in PS/MS 161 teachers view every content lesson as a language lesson. This means that teachers make sure that in their plans they include language objectives; identify instructional activities that make content accessible; select instructional materials appropriate to students' needs and plan for the right assessments.

Enabling students to develop content knowledge and concepts when they are being educated in a language in which they have limited proficiency is not easy. In PS/MS 161, teachers perform a variety of tasks and roles to ensure that students acquire the skills and knowledge required by the state standards. To do this, teachers in our school negotiate meaning; have well-developed skills in monitoring student performance ; make the righth instructional decisions; serve as a role model for the use of language and learning strategies; and structure the environment to facilitate language learning.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

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 Phonics (Estrellita Spanish phonics grant), Spanish running records (Fountas & Pinell Spanish Kit), reading skill assessments in Spanish (based on TCRWP), Spanish Spelling Inventories (based on Donald Bear's Words Their Way Program), 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. Research 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. In previous years, 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. With the implementation of the Common Core Learning Standards, latest data shows a decrease in these numbers. It is our goal to help our bilingual students to reach their full potential in this new era of college and career readiness.

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

In order to evaluate the effectiveness of our ELL programs, the ESL team follow these steps:

- a. Conducts an analysis of ELL's scores in NY state assessments such as NYSESLAT, ELA and MATH. During this stage, members of the ESL team compare students' NYSESLAT language proficiency to ELA scores and TCRWP reading levels. Based on this analysis, the team is able to identify trends across the ELL population in our school. The needs analysis then leads to the development of objectives for our ELL programs.
- b. Develops a curriculum, based on the objectives, that identifies tasks and skills for all language components
- c. Plans instruction by gathering text materials and realia, determining classroom activities, and identifying opportunities for learners to put their skills in practice in and outside the classroom.
- d. Determines instructional strategies that include a variety of activities that focus on the objectives, keep the class learner-centered, and include as much paired and group work as possible. Strategies for assessment are also determined when planning instruction.
- e. Evaluates the program on both a formative and summative basis.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
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 an interpreter if necessary. After the interview, newly admitted students whose parents/guardians indicate a home language other than English on the 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 the HLIS are administered the Language Assessment Battery (LAB-R) within 10 school days of admittance. The LAB-R is facilitated by the testing coordinator and administered by trained staff who carry English as a Second Language (ESL) certificates.

In PS/MS 161, the ELL Support Team (comprised by an appointed AP, Literacy Coach and the ESL teachers) meet once a year, before classes start, to evaluate ELLs performance based on 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. The 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. 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. 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.

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 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 available to ELL students in the educational system. 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

After parents watch the Parent Orientation Video 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 the administration. Parents who are unable to attend this Orientation Meeting receive all information (brochures and Parent Selection Form) via mail and in the language of their preference. Once all surveys are given out, classroom teachers make sure these forms are signed and returned to the school. Entitlement Letters are sent home as soon as school staff receives a completed Parent Selection Form. Once all forms are returned, the Assistant Principal in charge of ELL compliance files these documents and store them for seven years.

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.

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. If a parent expresses an urgency in placing their child within the desired instructional program, parents then are offered the option to have their child placed in another school setting that has the desired instructional program currently available. Moreover, 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In PS/MS 161 we have appointed a full time testing coordinator in charge of making sure testing procedures are fully followed. To ensure successful NYSESLAT testing, we follow these steps:

- a. Identify all ELLs and create a master list.
- b. Identify ELLs with disabilities and their current testing modifications.
- c. Create testing groups based on grade level and testing modifications
- d. Assign ESL and Dual Language Teachers as testing proctors and train them based on updated testing procedures
- e. Speaking Section takes place over the course of a month while the Listening, Reading and Writing sections are conducted separately in three consecutive days
- f. Scorers are trained based on updated rubrics
- g. Testing Coordinator makes sure all testing materials are packed properly and returned promptly.

6. 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.) 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.  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, 84 students are placed in Dual Language classrooms. This is approximately 30% (or 1/3) of all our current ELL population. The other 70% (or 2/3) of ELLs opted for ESL services in ESL self-contained classrooms.

In regards to the program models offered at our school there is currently no disparity between the alignment of program offerings and 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. As of October 25, 2013, we have no parent requests for a transitional bilingual instructional program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    - 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 a self-contained model in which general education teachers and ESL providers co-teach in the classroom to ensure ELL students received content instruction and the ESL support to meet grade-level standards.
    - 1b. In regards to the program models, there are two distinct program models utilized within our school: the Dual Language Program and the ESL Self-Contained Program. Please see brief description of each of these programs below.

Dual Language Program:

- This academic year there are seven classes (K-6) implementing a dual language self-contained 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.
- Dual Language programs are monitored by a certified assistant principal.

ESL Self-Contained Program:

- This academic year there are nine ESL self-contained classes.
- The program follows a Collaborative Team Teaching Model: one General Education teacher along with an ESL provider provide instruction in an ESL self-contained environment.
- Grade-level instruction is provided by a fully certified General Education teacher while ESL instruction is provided by a fully certified ESL teachers.
- The ESL self-contained program is monitored by a certified assistant principal.

ESL Push-in Program:

- Only for Kindergarten students
- Provide by a fully certified ESL instructor
- Instruction is provided in small groups and based on students proficiency levels.
- Monitored by a certified assistant principal

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)?

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 the ESL Program, the collaborative team teaching and self-contained environment allows teachers to provide grade-level instruction while including ESL support and language objectives that meet the needs of the ELL population. Thanks to this model, ELL students never miss content instruction and the ESL support is embedded in all lessons, in all subjects and at all times during the school day. Having ESL instructors assigned to each of these classrooms also ensures that beginning and intermediate level students receive the two units or 360 minutes of ESL instruction and the advanced level students receive one unit or 180 minutes of ESL instruction (consistent with CR part 154 units of ESL requirements).

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 foster language development and meet the demands of the Common Core Learning Standards.

In 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 ESL self-contained 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 Common Core Learning Standards and the NYS Standards for English as a Second Language; the teaching of language arts to limited English proficient/English Language Learners. 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, sentence starters, and visuals). 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, A to Z Learning, RAZ Kids, 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 as well as the A to Z Learning website are available in both Spanish and English and are used accordingly with the language of instruction of the day. Therefore, students understand the content and interact with the matter in diverse ways (through minilessons, partner talks, labs, independent work, 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 of ELL students. 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
In order to ensure that ELLs are appropriately evaluated in their native language, we have created and implemented running records, spelling inventories, reading skills and comprehension assessments as well as on-demand writing assessments in Spanish. In our school we also use results from the LAB-R Spanish and the ELE to plan instruction for the Spanish speaking ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
In order to appropriately evaluate ELL students in all four modalities, teachers in PS/MS 161 conduct the following assessments:

Listening and Oral Skills:

- Participation in class
- Group presentations
- Partnership and/or group talk

- Interactive read alouds
- Fluency Assessments

Reading and Writing:

- Concepts of Print Assessment
- Letter/Sound ID Assessment
- High Frequency Word Assessment
- Running records
- Reading skills assessments
- Spelling Inventories
- On-demand writing
- published writing pieces
- Periodic Assessments
- NYC Performance Assessments

6. How do you differentiate instruction for ELL subgroups?

- Describe your instructional plan for SIFE.
- Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- Describe your plan for ELLs receiving service 4 to 6 years.
- Describe your plan for long-term ELLs (completed 6+ years).
- Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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.

a. 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 RTI (instructional intervention specialist) to provide these students with effective strategies in small group settings during school hours.

b. 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 and ESL teachers. 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.

We have also created a Native Language Response to Intervention (RTI) After School Program for those students who have less than three years in the country and speak a language other than English at home. In this program, students will be engaged in research-based balanced literacy activities that will help students develop language and learn content standards.

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.

Instruction at this stage also includes the following components:

- 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)

c. Plan for ELLs in school 4-6 years : Additionally, 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 reading and writing.

d. 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.

e. 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.

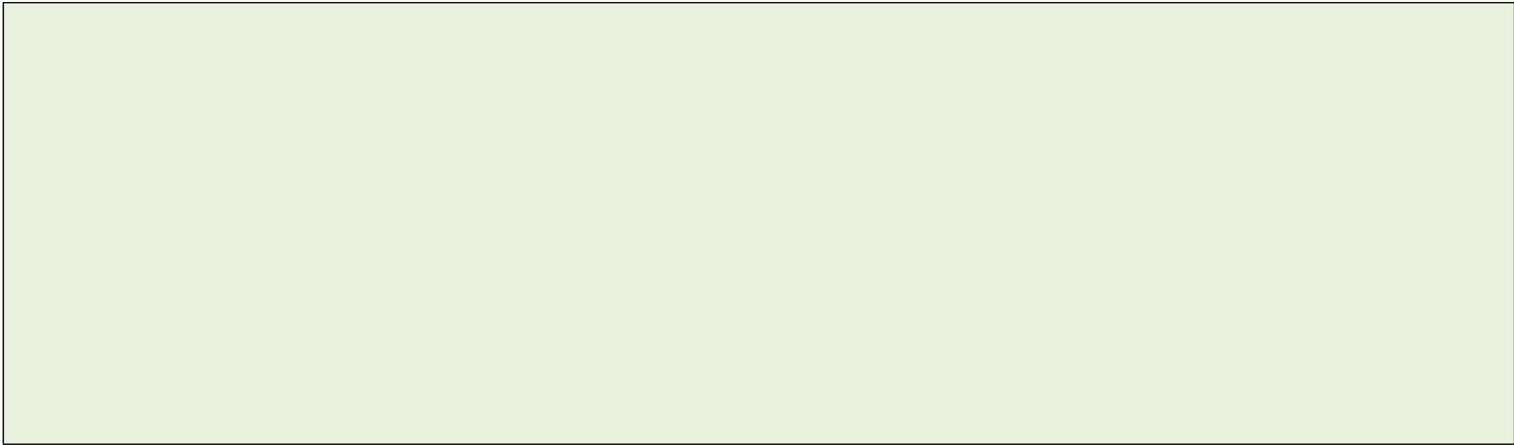
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Plan for ELLs in school with Special Needs - At PS/MS 161, 7% of students have IEPs in which it is recommended for them to receive ESL or bilingual instruction. These students are entitled to receive a multidisciplinary/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 four integrative co-teaching (ICT) classes and six Self-Contained classrooms (two of them bilingual).

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 [i](#)**

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

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

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

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

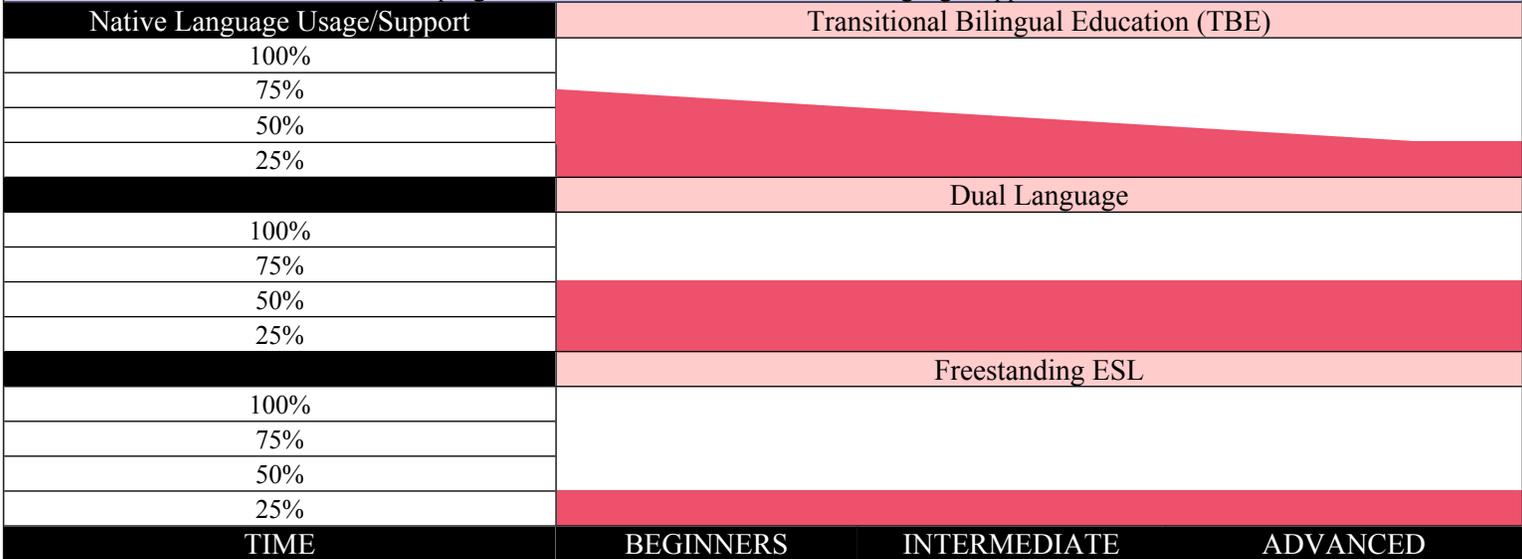
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

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. With the adoption of the ESL-self-contained model in our school, General Education and ESL teachers plan rigorous small group instruction that provide ELLs with standard-based content knowledge and the needed scaffold to meet grade level goals.

Additionally, PS/MS 161 also offers an Academic Morning Program, and Academic After School Program and a “Power Saturday School Program. These intervention programs have been designed to meet the needs of all students who have been identified as at-risk –including ELLs- through various formal and informal assessments.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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 the ESL Program, the collaborative team teaching and self-contained environment allows teachers to provide grade-level instruction while including ESL support and language objectives that tat meet the needs of the ELL population. Thanks to this model, ELL students never miss content instruction and the ESL support is embedded in all lessons, in all subjects and at all times during the school day. Having ESL instructors assigned to each of these classrooms also ensures that beginning and intermediate level students receive the two units or 360 minutes of ESL instruction and the advanced level students receive one unit or 180 minutes of ESL instruction (consistent with CR part 154 units of ESL requirements).

11. What new programs or improvements will be considered for the upcoming school year?

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. In PS/MS 161 we not only believe in the importance of a solid native language foundation, but 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.

12. What programs/services for ELLs will be discontinued and why?

None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

In PS/MS 161, ELLs have equal access to all school programs. ELL students participate in all after school programs, extra-

curricular activities (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 # 11 above for more information about this after school program)

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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 50% 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 50% nonfiction, expository text
- Literature links throughout learning experiences

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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).

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

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.

19. For schools with dual language programs:

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

a. 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.

b. 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.

c. 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.

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

e. 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.

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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.

Teachers College Reading and Writing Project Workshops:

- a. Assessing and Teaching Spanish Speaking Readers,
- b. Supporting ENGLISH Language Learners as they learn
- c. Boosting vocabulary acquisition for Upper Grades Students and Differentiating Test Preparation

CFN 408 ELL Professional Development Series: 5 PD days a year. Focus: Aligning ESL INstruction to the CCLS Instructional Shifts

OELL Professional Development as per needed

3. 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.

4. Professional Development includes:

Three full day TCRWP Professional Development sessions will be devoted specifically to ELL services.

The Co-Teaching Environment in the ESL Self-Contained Classroom

Data Based Instruction: Analyzing ELL Student Work to Drive Small Group Instruction

Differentiating Instruction in the ELL classroom

Strategies that develop literacy in ELLs

Balanced Literacy for ELLs

Resources for 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 Office of English Language Learners (OELL) professional development offerings.
- All new teachers, including special education teachers, will be provided with 7 hours of professional development in ESL strategies.
- ESL teachers participate in all TCRWP staff developing days –our school has 17 full days of TC training for this year.
- ESL teachers and school administrators will attend monthly ELL professional development provided by our network (eighth in total).

- Teachers will use common planning periods to collaboratively incorporate what they learned into their teaching practices.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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.

### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 05M161 School Name: Don Pedro Albizu Campos

Cluster: 4 Network: 408

**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.

First, we determine the primary language spoken by the parent of each student enrolled in our school. If such language is not English, we determine whether the parent requires language assistance in order to communicate effectively with the Department. In PS/MS 161, we maintain appropriate and current records of the primary language of all parents in our school. Such information is maintained in ATS and on the student emergency card.

PS/MS 161 currently serves 276 English Language Learners (ELLs) which comprises approximately 30% of our student population. Furthermore, an analysis of the Home Language Surveys (HLIS) that parents complete during enrollment indicates that 93% of our student population come from a household where English is not the main language—88% Spanish and 5% Arabic. To ensure that all parents are provided with appropriate and timely information in a language they can understand, school administration and the staff take the following measures:

- a. We have a diverse staff that is bilingual and able to interpret for our parent population.
- b. Our secretarial staff ensures that all correspondences are translated into Spanish for parents
- c. School Leadership Team includes parent representatives from all backgrounds.
- d. 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.
- e. Phone blasts are conducted in English, Spanish and Arabic.
- f. We have reached out to community based organizations such as City College to get Arabic-speaking volunteers to serve as interpreters for Parent Teacher Conferences.
- g. We use the NYC Office of Translation and Interpretation Services to translate correspondence into Arabic for parents

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

Major findings included:

- 276 English Language Learners
  - 88% students whose home language is Spanish
  - 5% students whose home language is Arabic
  - 44 bilingual Spanish-English school staff
  - No Arabic-speaking staff member
  - Pupil Accounting Secretary and two Community Associates in the main office are bilingual Spanish-English people
- Findings were reported first to the School Leadership Team so that all stakeholders will help brainstorm on the measures to be taken to meet the school's written translation and oral interpretation needs. Additionally, we present our finding and possible measures to the school staff during school's Faculty Conference and later to all parents during PTA meetings scheduled throughout the school year.

## **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 when it comes to small meetings and/or over the phone conversations.
- 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.
- Securing a vendor to translate important documents into the needed languages. 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.
- Securing a vendor to translate assessments during testing season (Arabic)
- Purchasing additional translator receivers for large meetings (Arabic)
- Providing PTA meetings in appropriate languages (Spanish)
- Enlist the services of parent volunteers for translation services (Spanish)
- Collaborate with City College student volunteers (Arabic)

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 volunteers and/or an outside vendor to provide the service. Currently we have a working partnership with City College. Thanks to this partnership, we have been able to get Arabic-speaking volunteers that help us during Parent Teacher conferences and translating important documents on a regular basis.

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>.

- a. Our school will provide each parent whose primary language is a covered language and who require a language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.
- b. We will post in a visible location at or near the primary entrance to our school a sign in each of the school's most prominent covered languages, indicating the availability of interpretation services in our school.
- c. We will make sure that parents are not prevented from reaching the school's administrative offices solely due to language barriers.

## 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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum</li> </ul>		

**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"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		