



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):

05M161

School Name:

DON PEDRO ALBIZU CAMPOS

Principal:

PAMELA PRICE

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: K-8 School Number (DBN): 05M161
School Type: _____ Grades Served: K-8
School Address: 499 West 133rd Street New York, NY 10027
Phone Number: 212-690-5945 Fax: 917-507-0524
School Contact Person: Pamela Price Email Address: PPriceH@schools.nyc.gov
Principal: Pamela Price
UFT Chapter Leader: Peggy Girtman-Atkins
Parents' Association President: Patricia Welch
SLT Chairperson: Peggy Girtman-Atkins
Student Representative(s): n/a

District Information

District: 05 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street 10027
Superintendent's Email Address: GR Reeves@schools.nyc.gov
Phone Number: 212-769-7500 Fax: 212-769-7619

Cluster and Network Information

Cluster Number: 05 Cluster Leader: Debra Maldonado
Network Number: 511 Network Leader: Jorge Izquierdo

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Pamela Price	*Principal or Designee	
Peggy Girtman-Atkins	*UFT Chapter Leader or Designee	
Patricia Welch	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Madeline Block	Member/ Teacher	
Gabriel Previllon	Member/ Teacher	
Milton Polo	Member/ Teacher	
Camille Myers	Member/ Teacher	
Erica Weeks	Member/ Parent	
Latoya Geter	Member/ Parent	
Tyhesha Smith	Member/ Parent	
Tiffany Riley	Member/ Parent	
Marquette Reed	Member/ Parent	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

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

2014-2015 Goal: Teachers teach students to strengthen their writing skills across all content areas.

2014-2015 Vision: For our students to become articulate speakers and writers. PS/MS 161 students should be able to speak their thoughts, ideas, make claims, counter the claims of others, and cite evidence to strengthen their points of view. If we accomplish this, our students will be CAREER and COLLEGE READY!

School Vision and Mission

We are a population of 900 students, 80% Latino and 15% African American and 4% Arab population. 97% percent of our children qualify for free lunch and many receive a multitude of services and support that fall outside the realm of traditional schooling. 32% of our children are classified as ELL Learners and 20% are SWD. We do not however allow the neighborhood conditions to be a source for excuses or lack of success. There are no acceptable outcomes except to do what is necessary and provide our children with the best teaching, opportunity, encouragement, and resources to create the scholars of tomorrow. Our motto is, *Creating the Future of Harlem, One Child at a Time.*

We address every individual as one who has strengths and weaknesses and teach to those traits. We rely extensively on analytical data and interpretation of how to structure personal pedagogy to increase student learning. We develop our staff to be the best and brightest, through a firm commitment to Professional Learning. We create dynamic outside partnerships to provide enrichment, resources, and opportunities to our community in order to supplement what is provided by City and State caused by limited funding. We search and apply for grants, *Donor Choose* funding and any other resources that will increase the offerings to all in our community. We pride ourselves on being a community of pro activists.

PS/MS 161 developed an academic paradigm that is built upon what we like to refer to as a five-pillar infrastructure of foundational strength.

1. Staff- Our primary center support our "tent" of achievement is based up our faculty and staff. We understand the elemental necessity to have a highly educated, responsible, passionate, empathetic, motivated and dedicated staff. We strive to bring to our schools, whether as classroom teacher, content area specialist, or support persona, those people who have made decisions that education is their guiding light and who have an awareness of the rewards and challenges that are involved in teaching in this socioeconomic and cultural environment.

2. Professional Learning- Professional Development is an ongoing, ever present element to the systemic support to all our educators. We firmly believe that we cannot expect teachers to mature in their pedagogy, embrace new directions and instructional expectations unless we provide comprehensive, explicit and authentic development. We use teachers College staff developers for literacy development, Aussie and Southern Cross Consultancy for math growth, and various DOE and independent entity supported opportunities for our staff. The belief is that whether a teacher in their first years of instruction or a veteran of 20 years there is always room to improve and learn. Additionally we believe in a strong consistent in school mentor and guidance developmental program to assistant new and beginning personnel.

3. Resources- The choices we make in selection of curriculum content and resources, demands careful examination and clarity to ensure that we are only utilizing materials that have been proven in both arenas of quantitative and qualitative results. There have been too many instances where literacy and math curriculum have been offered to

our schools, where we did not see the depth of development and appropriate fit for our community. In these circumstances we have consulted with our grade leaders, school leadership teams, and administrators and through comprehensive evaluation and assessment we determine what is the right resources for our school.

4. Collaboration- DPAC (Don Pedro Albizu Campos) clearly understands that it is our mandate to create student citizens to enter our culture that have been exposed to as wide a range of experiences and opportunities that is possible. It is through a mindset of seeking out and realizing grants, collaborations and partnerships that we are able to instill this reality. Administration has recognized historically the relevance for this endeavor and has place into the school personnel, structures, and systems in order for this to occur. We pride ourselves on the many varied enrichment developments as seen in evidenced in section 4.1

5. Technology- we are in the 21st Century and members of this culture must have a firm foundation in digital experience. We embrace the concepts that all our children are growing up as digital natives and must be informed of how these tools are incorporated into their work, lives, and opportunities. We must teach them what it are to be safe, responsible, ethical and moral users of technology. We drive to continually prepare our teachers, resources, and awareness of what are the best practices to reach our learners, particularly those with a SWD or ELL classification. There can be no “digital divide” for our students; we must be vigilant to be sure to prepare them for the world into which they are entering.

We have seen accomplishments in both tangible systems throughout the building as well as a positive shift in regards to the school’s culture. Middle school operations continue to be refined and School Wide Positive Behavior norms have contributed to an ever-improving and rigorous atmosphere. We have seen school-wide academic growth with a 4% increase in Math and a 1% increase in ELA scores. While these numbers are below what we desire, we must recognize that we are on the right trajectory.

As we continue to grow, we are trying to understand better ways to address the advancement for our sub populations of SWDs, ELLs, and a greater interest directed toward helping African American males in improving their progress in literacy.

Contextual Information About the School’s Community and its Unique & Important Characteristics

Don Pedro Albizu Campos recognizes that we have a mandate to create educated, healthy, civically responsible, and globally aware world citizens. We strive to instill an academic foundation that will lead to fulfillment of the individual’s greatest ambitions and desires. We will impart a social consciousness that recognizes the students’ pride in their cultural heritage and a sense of responsibility to community as well as self.

We have a pro-active mindset that demands we seek the support of the private sector and the building of partnerships to supplement that which we are supplied by the city and Department of Education. We take pride in our successes and appreciate the generosity of the people of New York and the country as a whole. Over the last decade we embarked on an arduous journey that traveled from the depths of a school performing far below its capabilities, to one that is a pride of its’ neighborhood, city and even nation. In the last six years we have established a thriving middle school expansion. Previously, we were a Pre k-6th grade school, in 2009 we changed to K-8th, and despite being in a densely populated Charter School neighborhood, we continue to see growth, both academically and numerically, in our grades 6-8. We offer enrichment and supplementary programs and materials that are the envy of most public and many private schools.

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

The school is organized into instructional academies consisting of a unified professional development programs, a school-wide curriculum, common instructional practices and rigorous expectations of all students. The philosophy of Don Pedro Albizu Campos School is that we can be truly effective only when the structure of

components is shared among the students, the school community and the parents/guardian. By establishing a philosophy of education that runs harmoniously through the school and to the home unit, we create a living model of education and life-long learning.

Our physical facility boasts a huge year round artificial grass field and track that encourages development of the body with the mind. Our technology configuration is one of the finest in the city with over 100 computers, 2 full technology labs, computers in every classroom, over 60 Chromebooks, interactive whiteboards in all classrooms, document projectors and wireless connectivity throughout the premises. We have recently renovated Middle School Science lab, an open access Library Media Center, full Music department and rooms, Art studio and look forward to becoming an Apple ConnectED school in 2015 wherein all student and staff will be provided Apple iPads, increased building –wide broadband connectivity, and technologically oriented academic professional development, through a national grant recently awarded to our school.

Finally the collaboration of an entire community of staff, students, family, neighborhood, and private sector drive the reality of a thriving academic institution that is a constantly evolving institution of learning.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school conducted an assessment of its instructional success by analyzing 2014 state test results. According to the 2013-2014 School Quality Guide, the school was evaluated as meeting target in the area of Student Progress. In ELA, the school had a median adjusted growth percentile of 68.0, above the average of both the school’s peers and NYC. In Math, the school had a median adjusted growth percentile of 59.5, slightly below the average of the school’s peers (60.7). The school’s lowest third of students made significant gains, with median adjusted growth percentiles of 79 in ELA and 77 in math; both numbers were higher than the peer and NYC averages.

In the area of Student Achievement, the school was evaluated as Approaching Target. The school’s students performed better than those at peer schools on the state math exam with 18.9% of students at level 3 or 4 (compared to peer average of 17.4%) and an average proficiency of 2.38 (compared to peer average of 2.34). On the state ELA exam, however, the school’s students performed worse than those at peer schools, with only 12.4% of students at level 3 or 4 (compared to peer average of 15.5%) and an average proficiency of 2.24 (compared to peer average of 2.30).

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers of all content areas will continue to refine rigorous and cohesive practices so that the percentage of students currently reaching proficiency level in ELA state assessments will increase by 3 percentage points, allowing the school to meet the peer average of 15.5% according to the School Quality Guide.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> a. Research-based instructional programs, professional development, and/or systems and structures needed to impact change b. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). c. Strategies to increase parent involvement and engagement d. Activities that address the Capacity Framework element of Trust 			

<p>components.</p> <p>4. Teachers College in Grades 3-8 In grades 3-8, teachers focus on student notebooks and content vocabulary to utilize words in writing and writing off of ideas to enhance writing. Teachers work in groups based on needs rather than grade. Teachers fall into one of four different groups: Curriculum Based Learning, Lifting the Level of the Curriculum, Modifications for Reading and Writing Workshop and Content Area Literacy. The <u>Curriculum Based Learning</u> group’s needs revolve around gaining a better understanding of the Teacher’s College Reading and Writing Project’s genre-based curriculum which is both dense and often inferential. The curriculum calls for the skill of data-based decision making as well as for the reader to make inferences about which bends and teaching points to include and which to overlook based on the needs of one’s individual students. The <u>Lifting the Level of the Curriculum</u> group is for teachers in the building that have already mastered the skill of reading and using the curriculum in their readers and writers workshops. These teachers work to build tools that will norm assessment for students in grades 3-8, allowing for students to have a more cohesive progression in their literacy work as they move from grade to grade. The third group that exists is the <u>Modifications group</u>. In response to the school’s large population of English Language Learners and students with disabilities, our TC staff developer works with ESL and special education teachers to read and work with the curriculum through the lense of differentiation. This group focuses on how to scaffold the curriculum to meet the needs of ELLs and SWD’s. The last of the TC differentiated groups is the <u>Content Area Group</u>. As 161 sees Science and Social Studies as literacy-based instruction, it is important that we support our content area teachers as well. The teachers in this group learn how to weave in literacy strategies into their instruction.</p>	<p>4.3-8 Teachers</p>	<p>4.Throughout the school year</p>	<p>4.Administrative Team, Instructional Literacy Coaches</p>
<p><u>Teacher Support in Rigorous Instruction</u></p> <p>5. Balanced Literacy Practices: TCRWP K-8 Reading and Writing Practices-Reading & Writing Curriculum School-Wide Research based instructional program: Teachers College Reading and Writing Curriculum 2014-2015 serving Grades K-8. School-wide teachers college reading and writing instructional program is utilized and facilitated for Literacy immersion, acquisition, and comprehension in reading and writing. Teachers support the reading and</p>	<p>5.K-8 teachers</p>	<p>5.Throughout the school year</p>	<p>5.Professional Monday Learning Teams, TC Staff Development Consultants, Literacy and Math Coaches, Grade Leaders</p>

<p>students differentiated reading levels, reading notebooks, and content knowledge.</p> <p>9. Grade Level Team Collaboration: Once a week Grades K-8: Grade level teachers meet once a week as teams to continue work from Professional Learning Team Mondays and Teachers College Staff Development. In addition, during this time teachers utilize this time to analyze student work and plan units accordingly to meet students needs.</p> <p>10. Literacy and Mathematics Coaches Cycle Work K-8: Literacy and Math Coaches support teacher need based on teacher need and under Danielson’s Framework. Four cycles of work are implemented during the course of the school year for coaches to support teachers. Using the school’s Cycle of Work Sheet, coaches follow the system of: a needs assessment setting up goals, an action plan, and a final evaluation. Following, a debriefing meeting is scheduled with the administration, coaches and teachers to identify strengths and continued areas of support. Coaches meet with the administration on scheduled Wednesdays to share work and next steps.</p> <p>11. At-Risk Reading & Writing: Program and Services: RTI, A Response to Intervention RTI, Tier 1 Instruction: Classroom Instruction</p> <p>Teachers College expects students to be and maintain their reading level throughout the school year to meet Common Core Expectations, rigor, and comprehension of Fiction and Expository Texts. Students who fall below grade level reading, in the classroom teachers provide Tier 1 Instruction by identifying students on their just right reading level and providing tailored reading and writing strategies during independent time and creating strategy and guided groups to meet their reading need. For reading, teachers utilize bands of reading levels (A-Z) for independent and guided reading strategies during independent, strategy, and guided reading groups. In writing, teachers utilize Common Core Scale Writing Rubrics and Learning Progressions in Narrative, Argumentative, and Informational Writing to meet student writing components in structure, development, and convention (spelling and editing)</p> <p>12. RTI Tier 2 Work: Outside classroom: Small group work 4-6 students on same reading level - A Response to Intervention 5-8: Argumentative Writing: In supporting Common Core Instructional Shift in Argumentative Writing and to accelerate student</p>	<p>9.K-8 Teachers</p> <p>10. At risk students</p> <p>11.K-6 at risk students</p> <p>12.K-8 At Risk Students</p>	<p>9.Throughout the school year</p> <p>10.Throughout the school year</p> <p>11.Throughout the school year-4 cycles</p> <p>12. Throughout the school year-4 cycles</p>	<p>9.Instructional Coaches</p> <p>10.Literacy Coaches K-4 & 5-8, RTI Reading Instructor K-4, RTI Writing Instructor 5-8</p> <p>11.Classroom Teachers, Literacy Coaches, Literary Clusters K-4 & 5-8</p> <p>12.Literacy Coaches, Administrative Team</p>
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<p>writing students are identified by teachers to support writing in argumentative based writing. Students are supported in argumentative writing by a baseline, identifying areas to support in writing components, and a post-assessment.</p> <p>Grades K-4</p> <p>In Tier 2 work students who did not meeting reading benchmark or periodic reading levels are identified as Tier 2 Students for Reading Intervention outside the classroom. Teachers submit four students for each cycle who did not meet Tier 1 Expectation. Students are serviced by a Reading Interventionist. Fountas & Pinnell, research based leveled literacy kits are used for reading intervention. Students are taught self-monitoring of prior knowledge, miscues, fluency, and comprehension through leveled guided reading texts. At the end of the cycle, students' independent levels are reassessed by Teacher's College running records. A reflection sheet is provided on each child identifying, strengths, supports, and current reading level. In the next cycle, teachers submit new students of RTI Tier 2 work and/or resubmit below the grade level reading benchmark for RTI Tier 3 Work. Teachers in Grade Kindergarten submit students after students reading levels are identified in January 2015. Kindergarten teachers create folders-notebooks of students from observations and conference notes of students who they believe will not meet reading benchmark of A/B reading behaviors.</p> <p>Grades 5-8</p> <p>Students in Grades Five through Eight are supported in their writing by an RTI Literacy Cluster. Students are identified as not meeting grade level writing in argumentative writing from the TC Performance Writing Assessment. From the Writing Assessment, tailored writing teaching points are used addressing the components of structure, development, and conventions from Common Core Writing Grade Level Expectations. Students are evaluated from a writing post-assessment to identify if on grade level writing standard or need to referred for Tier 3 work.</p>			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>Scheduling</p> <p>1. ELLs Push-In</p> <p>English Language Learners are supported by push-in ELLs specialists. Students are identified for push-in</p>	<p>1. Kindergarten Students and ELLs in self-contained special education classes</p>	<p>1. Throughout the school</p>	<p>1. ESL Push-In Teacher</p>

<p>benchmark grade level Common Core expectations, tailored homework based on student need for meeting periodic and end-of the year benchmarks, and grade level letters informing parents of “what to expect for the unit.”</p>			
<p>Activities that address the Capacity Framework element of Trust</p> <p>The capacity framework entails instructional guidance, teachers empowerment, student centered activities, effective leadership and strong parent community-collaboration. Activities that support these components are as follows:</p> <ul style="list-style-type: none"> • Monday Teacher Professional teams • Tuesday Parental Time • Parental Workshops • Literacy and Math Coach Cycle Work & Debriefings • Grade Level Teacher Team Meetings • Tailored Instruction based on identification of year long reading levels and Common Core Grade Level Writing Benchmarks • Coach and Admin Meeting: Setting Teacher Goals and City and State Instructional Shifts • Coach Meetings: Supporting Teachers and School-wide Initiatives and Expectations • Data systems to drive instruction and academic outcomes 	<p>K-8 Parents All School, inclusive</p>	<p>Spring 2015</p>	<p>Literacy & Math Coaches, Parent Coordinator, Parents, All Teachers, Administration</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Human Resources
- Classroom Teachers for Scheduled Programs
 - TC Staff Developers
 - RTI Literacy Clusters
 - Literacy Coaches
- Instructional Resources
- TC Reading and Writing Curriculum
 - Teachers College Resources Website
 - TC Staff Development Resources (i.e narratives, learning progression, planning for insides the classroom)
 - TC Assessment Pro (data input and growth)
- Schedule Adjustments
- TC Staff Development Days, 4 cycles 10 sessions for Fall- 2014-Spring 2015
 - Self-Contained ESL classrooms
 - Debate inclusive into elective schedule

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Midpoint benchmarks

- 4 Cycles of Instructional Work: Midpoint: January 2015

Timeframe:

- 4 Cycles:

September-November 2014

November-January 2015

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school’s overall results on the School Survey were positive. The school’s results were well above the averages of both the peer group and the entire city in the areas of Instructional Core (score of 92.3%) and Structures for Improvement (89.6%). The school’s results, however, were less encouraging in the area of School Culture; the school’s score of 85.7% was below the peer group average of 86.7% and the city average of 87.1%.

All groups indicated that students are challenged academically, with 97% of parents agreeing that the school gives children meaningful assignments, 93% of students agreeing that teachers help them reflect on strengths and learn areas of improvement, and 96% of teachers agreeing that school leaders place a high priority on the quality of teaching.

Parents also expressed very favorable opinions about school culture, with 99% agreeing that their child is safe and 97% agreeing that there is an adult their child trusts and can go to for help. Unlike parents’ and teachers’ opinions, the results of the School Culture section of the student survey were less satisfactory, with disappointing results related to respect. Only 55% of students agreed that most students treat each other with respect and with similar percentage, students also agreed that most students treat adults with respect.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will increase our performance on the School Environment Survey in the School Culture section from “approaching the target” at 85.7% to “meeting the target”, scoring at least 86.5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> e. Research-based instructional programs, professional development, and/or systems and structures needed to impact change f. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). g. Strategies to increase parent involvement and engagement h. Activities that address the Capacity Framework element of Trust 			
<u>SYSTEMS OR STRUCTURES NEEDED TO IMPACT CHANGE</u>			

<p>FOUNDATION</p> <p>1a. Review School Wide PBIS policies, procedure, and implementation, through the formation of teacher groups, coherency team, administrators, student input and survey/questionnaire responses. Input will be generated and reviewed in accord to the goal of improvement and efficiency of improvement</p> <p>2a. Clear expectations as aligned through the student handbook</p> <p>3a. Affirmative language-all instructions to students in regards to behavioral requests will be done with an affirmative tone; positive acknowledgement will be routinely offered and modeled as exemplars of expected behaviors</p> <p>4a. Instill the mantra “Be Safe, Be Responsible, Be Respectful” as a foundational understanding of how we operate as a school culture</p> <p>5a. Monthly Character and Theme Implementation-monthly in class discussion and modeling of ethical and desired behaviors are implemented through a rotational development process. Teachers also receive a monthly newsletter outlining activities, resources and strategies to implement each theme. Examples of which are Empathy, Gratitude, Friendship, etc.</p>	<p>1a. All teachers, students, parents guardians</p> <p>2a. Student body</p> <p>3a. School wide</p> <p>4a. School wide</p> <p>5a. School wide</p>	<p>1a. Ongoing, commencing in Sept through June</p> <p>2a. Distribution in Sept., available on GD</p> <p>3a. All Year</p> <p>4a. Sept.</p> <p>5a. Sept-June</p>	<p>1a. Administrators Lead Teachers Dean of Discipline Student council</p> <p>2a. Principal Assist. Prin. Dean of Discipline</p> <p>3a. All Staff</p> <p>4a. All Staff</p> <p>5a. All Staff</p>
<p>DISCIPLINARY PROCEDURES</p> <p>1b. Reflection Sheets to help students during times of behavioral infractions, allowing them to “reflect” upon what they what doing, what they should be doing, what they will be doing in the future. There are two levels of sheets, one pink for lesser concerns and a green for more severe occurrences. Daily accumulation and data input keeps a “real time” record of ongoing areas of concern and intervention.</p> <p>2b. Detention Protocols-daily detention is aligned with the school-wide behavior plan which allows students to reflect on Level 1 and Level 2 infractions, uncooperative, non-compliant, or disorderly behavior.</p>	<p>1b. Students with behavioral challenges</p> <p>2b. Students from grades 3-8</p>	<p>1b. Daily review and action initiated</p> <p>2b. Sept. to June</p>	<p>1b. Classroom teachers, all staff, and Data Specialist</p> <p>2b. Dean of Disciple, MS Staff, Data Specialist</p>
<p>POSITIVE BEHAVIOR REINFORCEMENT</p> <p>1c. Honor Roll, Student of the Month, Student of the Week- programs designed to recognize and acknowledge</p>			

<p>those students providing exceptional effort and dedication. Designed to instill pride and respect for academic diligence.</p> <p>2c.Weekly Academy Newsletters- to inform and highlight instructional expectations, review upcoming activities, recognize achievements and increase communications, both laterally and horizontally through the hierarchical organization</p> <p>3c.Uniform Reward Program; wherein whole classes with 100% uniform compliance get Panther Power coins which are saved and transferrable for real rewards; pizza parties, trophies, extra gym time or movie party in Library Media Center</p> <p>4c.Middle School Town Hall Meetings-held bi-weekly in the auditorium to discuss and present concepts, events, and expectations by the MS Dean and AP and Student Council</p> <p>5c.Anti Bullying Festival is conducted twice yearly to create a school wide tone of congeniality and acceptance. Games, discussion, and understanding of the non negotiable attitude of “we do not accept bullying under any circumstances”.</p> <p>6c.Recognition for Positive Behavior Blue Sheets; the program designed to recognize and reward positive behaviors and to acknowledge those in present time frames. Accumulated and comprehensive rewards for continual responses.</p> <p>7c.Peer Mediation is designed to have students intervene and resolve disagreements and conflicts amongst their peer group</p>	<p>1c.All Grades</p> <p>2c.Academy centered</p> <p>3c.All Grades</p> <p>4c.Grades 6-8</p> <p>5c.All Grades</p> <p>6c. Grades 3-8</p> <p>7c.Grades 6-8 mediate students in lower grades</p>	<p>1c.Year end, monthly, weekly</p> <p>2c.Late Sept. June</p> <p>3c.Daily recognition and year end</p> <p>4c.Late Sept. June</p> <p>5c.Once in late Sept., again in early June</p> <p>6c.Daily and Monthly award ceremonies</p> <p>7c.Weekly</p>	<p>1c.Classroom Teachers Guidance Counselors Dean of Development</p> <p>2c.APs and Principal</p> <p>3c.Dean of Development, Classroom Teachers</p> <p>4c.All MS Staff Student Councils</p> <p>5c.Selected committee of staff members</p> <p>6c.Classroom teachers</p> <p>7c.Guidance, and trained students</p>
<p><u>STRATEGIES TO ADDRESS SWD, ELLS, HIGH NEED STUDENT GROUPS</u></p> <p>1.School Intervention Team-intra school support organization addressing our SWD, ELL population in an advisory capacity, making recommendation for adjustment to IEP and teacher input , so that work is aligned to CCLS expectations</p> <p>2.HEAF and YES dedicate to filtered high performing selection of students focusing on high school and college preparation. Discussions based on Socratic techniques develop higher order thinking practices.</p> <p>3.Delta Academy- this girls only middle school weekend</p>	<p>1.Targeted individual students</p> <p>2.MS school students with high academic motivation</p>	<p>1.Late Sept. to June</p> <p>2.Early Oct-June</p>	<p>1.Principal, APs, Guidance teams, SBST</p> <p>2.Dean of Development</p>

<p>organization has been positioned for addressing challenges and education encountered during teen years.</p> <p>4. Northside Child Development Center-mental health advisory support system</p> <p>5. HAPPI-hygiene awareness for middle school students, sex education, life habits and emotional and mental well being.</p> <p>6. Generation Citizen is a middle school program working with males to develop sense of community service and responsible behaviors</p> <p>7. Project Pupil-an after school initiative utilizing computer conferencing tutoring with students with disabilities to provide focused, differentiated ELA and Math assistance.</p> <p>8. Teachers College Argumentation Project a middle school “debate/issue oriented” program to teach communications skill in both written and oral modalities. Included to bring up SWD and ELL students to a grade level capacity</p>	<p>3. MS Girls specific</p> <p>4. Screened students in need of outside mental health support</p> <p>5. All middle school students</p> <p>6. Male MS students</p> <p>7. Selected SWD students with promotion in doubt</p> <p>8. Sixth and Seventh grades</p>	<p>3. Saturdays, Nov-May</p> <p>4. Three days per week</p> <p>5. Jan.-May</p> <p>6. Sept- Jan.</p> <p>7. Nov-April</p> <p>8. Mid Sept.- May</p>	<p>3. Principal</p> <p>4. Guidance Counselors and outside agency</p> <p>5. SAPIS and Harlem Hospital personnel</p> <p>6. Specific MS teacher and outside agency</p> <p>7. Selected Staff and outside agency</p> <p>8. Classroom teacher and TC support staff</p>
<p><u>STRATEGIES TO INCREASE PARENT ENGAGEMENT</u></p> <p>1. Education for families, students, and staff of NYCDOE Discipline Code to enable and instill clear understanding and implementation of NYCDOE Systemic expectations and consequences.</p> <p>2. Monthly Parent Newsletter- created to disseminate upcoming events, success stories, ongoing programs to connect the school and home community</p> <p>3. PS/MS161.org Website is informational source for all resources relating to school programs, calendars, forms, surveys, links, and celebrations of ongoing structures and events at DPAC.</p> <p>4. Parent School Interaction Log a web based resource tool to track and record school-to-home interactions, concerning positive and behavioral or academic concerns.</p> <p>5. Math Nights, Weekend day trips, Pot Luck Dinner for</p>	<p>1. Entire school community</p> <p>2. Whole School</p> <p>3. Whole school community</p> <p>4. Whole School</p> <p>5. Schoolwide</p>	<p>1. Ongoing</p> <p>2. Monthly</p> <p>3. Started in Nov.14</p> <p>4. Sept-June</p>	<p>1. Parent Coordinator Administrators Teachers</p> <p>2. Parent Coordinator, Community Liaisons</p> <p>3. Technology Coach Dean of Development</p> <p>4. All Staff</p>

<p>parents and students designed to increase the home-school connection and involvement of the adults engaged in the child's development</p> <p>6.KINVOLVED-web based protocol, to monitor daily and class attendance for whole school, to inform parents/guardians in real time as to their children' whereabouts.</p>	6.Grades 1-8	<p>5.Intervals</p> <p>6.Late Nov. June</p>	<p>5.All Staff</p> <p>6.Classroom and elective teachers</p>
<p>TRUST</p> <p>1.Mid and Year End Staff Retreats for reflection on practices, data, and goal attainment. Re-examination of shared expectations regarding student achievement, culture, community building and respect</p> <p>2.Teacher Surveys as a valued tool and reflection on practices and interpretation of value added and course corrections needed and new challenges developed.</p>	<p>1.School community</p> <p>2.School wide</p>	<p>1.Late Jan. and late June</p> <p>2.Three Times per year</p>	<p>1.Staff and Administration</p> <p>2.Data Specialist and Staff</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal
- Assistant Principal
- Deans
- Guidance Counselors
- SAPIS Counselor
- Parent Coordinator
- School Leadership Team
- PTA
- Peer Mediators
- Teachers
- Outside Consultants; AUSSIE, Southern Cross Consultants, Teachers College at Columbia University
- Parent Involvement
- School Leadership Team
- Student Council
- Local Police Precinct-26th
- Northside Child Development Center
- Common planning periods, co teaching periods, grade level meetings, Coherency Group Meetings,
- Student handbooks, google document system
- Web Access
- NYCDOE school wide survey results and analysis

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 4. Specify a timeframe for mid-point progress monitoring activities.

Cumulative monitoring and assessment will be through the year end school culture survey.

Interim assessment and indicators will be observable resources, i.e.

- PSMS161.org website,
- Referral sheets
- Blue sheets
- Student of Month
- Student of Week

Evidence of Information Sharing through;

- Signage
- Newsletters
- Collaborative meetings
- One to One Principal debriefs
- Peer Mentoring
- OARS reports monitoring

School Culture Reflective Practice

- Interviews
- Internal Surveys
- Quality Review feedback
- Network Assessment and observation
- Parent School Interaction data and review

Part 6b. Complete in **February 2015.**

3. Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

4. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS/MS 161 reviewed the teacher responses to the 2013-2014 NYC School Survey to determine how teachers felt about their professional learning. Teacher responses indicated that the school community fostered an environment of collaboration: and 91% of teachers agreed that “the principal encourages open communication on important school issues” and 91% agreed that “teachers in my school trust each other.” The survey also indicated that teachers found existing professional learning experiences useful: 87% of teachers said that their professional learning experiences had “helped me shift my practice to align to the Common Core Learning Standards.” The survey indicated that teachers were spending more time collaborating, but that an additional increase in collaboration was still necessary: 75% of teachers agreed that they were both “collaborating with my school staff more often” and “analyzing and discussing student data with my school staff more often.” While 94% of teachers who reported they had participated in school-based meetings and/or PD sessions said they were at least somewhat useful, 21% of teachers reported that they had not participated in such sessions. Because of these results, PS/MS 161 will work to ensure that all teachers engage deeply in professional learning within the school community.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teaching staff will engage in three professional learning cycles resulting in teacher-led turnkeying at a minimum of three share-out workshop sessions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: i. Research-based instructional programs, professional development, and/or systems and structures needed to impact change j. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). k. Strategies to increase parent involvement and engagement l. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

<p>but are not limited to: meetings with the technology coach, coach-led math, ELA, content area, grade level and Special Education meetings, music and arts meetings, co-teacher planning meetings, ELA team meetings, Math team meetings, Content Area team meetings, Arts Team meetings as well as others. Giving teachers a time and space for their collaboration is essential to the growth of the middle school community and teacher's professional practices.</p>	<p>3. All Middle School Teachers</p>	<p>3. 9/8/14-6/22/15 Meeting once/week through the year</p>	<p>3. Teachers and Administration</p>
<p>4. Our elementary school grade teachers receive two common preparation periods. This built in collaboration time to plan allows teachers on any given grade level to share ideas for upcoming units of study, mentor each other and work as a team. Some of these meetings are run by administrators, and others are led by grade leaders or facilitated collaboratively through teacher teams.</p>	<p>4. All Elementary Teachers</p>	<p>4. 9/8/14-6/22/15, Twice a week throughout the year</p>	<p>4. Teachers and administration</p>
<p>5. Middle school Math teachers meet once a week to share, collaborate, LASW, and plan effectively</p>	<p>5. Middle School Math Teachers</p>	<p>5. 9/8/14-6/22/15; Once a week throughout the year</p>	<p>5. Administration and Teachers</p>
<p>6. Teacher leaders in the building participate the June Retreat which is a reflective collaborative meeting where members plan strategies to implement and topics to cover in the following year in their professional learning.</p>	<p>6. Teachers, Coaches, Administration</p>	<p>6. 6/13/15</p>	<p>6. Southern Cross Staff Developer, Administration, Coaches</p>
<p>7. Teacher leaders in the building participate in the mid-year retreat to re-assess the goals set during the June retreat and revise next steps to continue teacher growth in relation to the professional learning that happens throughout the day and on Mondays.</p>	<p>7. Teachers, Administration, Coaches</p>	<p>7. January 2015</p>	<p>7. Administration</p>
<p><u>Tools for Reflection and Goal Setting:</u> 8. Several protocols are used for staff developers from Teachers College Reading and Writing Project to be connected to the professional learning that is already happening in the building. The staff developers use google documents to post agendas, minutes and resources they plan to use in their sessions. This allows for constant and up to date communication between the developer, the literacy coach and the teachers in each of the needs-based groups. Any and all resources the developer uses are posted in a shared google folder for all to pull from whenever they need to. The minutes posted in the google documents serve as a resource for reflection after the development as well as between sessions. At the end of each professional development session, members of administration, the literacy coaches and</p>	<p>8. Staff Developers, Teachers, Coaches</p>	<p>8. 10/1/14-6/22/15; Through a series of 20 sessions</p>	<p>8. Coaches, Administration</p>

<p>the staff developers review the minutes from each of the sessions that occurred that day and create next steps based on what was accomplished and each group’s individual needs. These next steps are result-oriented with both tangible and pedagogical driven outcomes. Because reflection is a vital aspect of professional learning at 161, teachers also fill out a reflection form post-cycle of work with the developer. Teachers are asked to comment on what aspects of the cycle were helpful, how the newly learned skills can be seen in their instruction and how this will impact their students’ learning in the classroom. The literacy coach and staff developer use these reflection forms to determine next steps for the following cycle. The role of sustained change is evident as the teacher is given the time of a full cycle to learn, see modeled versions, practice and reflect on the new skills and strategies learned. Ultimately, teachers are building their repertoire of skills in reading and writing workshop through the process.</p>			
<p>9. As of the fall of 2014 we shifted to Google Apps for Education and now have a robust Google Drive Folder system where teachers collaborate with lessons, professional development, and collecting resources. Our school website, PSMS161.org recently launched and features student projects, useful resources, and also serves as our portal to the school’s Google Drive File Sharing. As a result of this work, students are now regularly using Google Docs and sharing work with their teachers.</p>	9.Teachers, Student	9.Began 9/8/14 and is an ongoing process	9.Teachers, Coaches, Administrators
<p>10. Staff notes and agendas are all created and stored in Google Drive. Administrators, coaches, and staff are able to quickly locate agendas and review or comment on the work created.</p>	10.Teachers,Staff Developers, Coaches	10.Began 9/8/14 and is an ongoing process	10.Administrators
<p><u>Research based instructional programs</u></p>			
<p>11. As part of our affiliation with Teacher’s College Reading and Writing project, a staff developer works with groups of teachers. These groups are based on teacher need. One group, The Lifting the Level of the Curriculum group, is for teachers in the building that have already mastered the skill of reading and using the curriculum in their readers and writers workshops. In order to promote teacher leadership and more independent professional learning at 161, several “master” teachers have been chosen to participate in this group which works beyond the</p>	11.All Teachers, Specialists, RTI, SETTS teachers	11.10/1/14-6/22/15; Through a series of 20 sessions	11.Coaches and Administrators

<p>curriculum, creating tools for the entire staff to use in conjunction with the curriculum. When this group meets, there is a tangible product in mind that once created will be turn keyed by the members of this group to the rest of the staff through Round Robin sessions during whole school professional development times. This group of self-starting-teachers experience a rigorous and driven atmosphere working towards a instructional-focus based result that will benefit the entire school community. The efforts of the Lifting the Level of Curriculum group promotes a more collaborative culture in the community.</p> <p>12. Teachers attend Teacher’s College Reading and Writing Project 80 minute study groups. They participate in professional learning off-site at Columbia University, acquire resources and information regarding literacy strategies. Teachers then return to school and using Tuesday’s “other professional learning” time, teachers turnkey information and resources to their colleagues.</p> <p>13. Math teachers work with Generation Ready consultant Simone Bingham once a month to analyze data and plan instruction. This work is continued through cycles built into the 80 minute Monday grade level team professional learning. During this cycles teachers focus on planning lessons that develop mathematical thinking and use writing as a tool to express understanding. This ties to the school’s instructional focus: Writing Across Content Areas.</p> <p>14. The Coherency team connects professional learning throughout the grade levels, explaining grade level teamwork and planning vertically to build whole school structures and tools.</p>	<p>12.5 Teacher Leaders from all three academies</p> <p>13.Middle School Math Teachers</p> <p>14.Teachers</p>	<p>12.11/1/14-6/22/15; Each teacher attends 3-5 workshops throughout the year</p> <p>13.7-8 whole-day session throughout the year</p> <p>14.9/8/14-6/22/15; Meet once a week during other professional time on Tuesdays</p>	<p>12.Literacy Coach</p> <p>13.Math Coach</p> <p>14.Administration</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p><u>Data Analysis:</u></p> <p>1. During the November 4th Staff Development Day, the Data specialist, Instructional Coaches, and Administration facilitated a data training using both last year’s and data collected in the fall to connect student outcomes to specific standards in order to target certain skills in future units.</p>	<p>1. All teachers, specialists and paraprofessionals</p>	<p>1.11/4/14</p>	<p>1.Administrators, coaches, data specialists</p>

<p>2. PS/MS 161's Data Specialist is tasked with compiling and organizing student data from a variety of sources, analyzing it to improve school processes, and communicating with teachers and administration. Data Specialist then works with teacher teams and instructional coaches to improve and standardize compilation of student data collected through ECAM counting and numeration assessments, TCRWP assessments, and other classroom assessments. Finally, he assists teachers in the analysis of student data and informs them about sources of data and ways it can inform instructional practice.</p>	<p>2. All teachers, specialists and paraprofessionals</p>	<p>2. Throughout the school year</p>	<p>2.All teachers, coaches, data specialists</p>
<p><u>Structures for Collaboration:</u></p> <p>3.Students who speak English, as a second language is an overarching population our school. These students make up 29.59% of our school population. ESL students in first through Eighth grade now are contained together in one classroom. These students receive instruction from two teachers, one of whom is a content area teacher and the second teacher is one whom specializes in teaching ESL students. This set up allows for more targeted instruction. While all ESL classes are comprised of Beginner, Intermediate and Advanced ELL students, the teachers are now modifying the lessons in a very distinct way. Now, teachers are able to differentiate on a deeper level as their instruction and population is more focused to begin with. This structure is also more conducive to a more equitable co-teaching environment. Two teachers share a classroom and the responsibilities that are attached to creating a rich learning environment for students. As both teachers feel empowered to take ownership over this environment, students now have more than one type of instructor, granting students more chances to enter the curriculum in a more meaningful way and teachers to collaborate constantly.</p>	<p>3. All ESL, ICT teachers, and paraprofessionals</p>	<p>3.Throughout the school year</p>	<p>3.Administrators and coaches</p>
<p>4.Similar to the ESL population in the building, our students with disabilities and their schedule were also thought out with consideration to their learning needs. In grades seven and eight students in ICT classes are in a semi-contained, co-taught environment. This structure also allows the math and science teacher to make valuable connections between the two content areas. Increasing the</p>	<p>4.All SWD's</p>	<p>4.Throughout the school year</p>	<p>4.Administrators and coaches</p>

<p>containment of students serves several purposes.</p> <p>5.Weekly Special Education administrative meetings are built into teacher schedules, allowing for discussion around strategies for subgroups and other data analysis.</p> <p>6.Weekly Co-Teacher meetings are built into teacher schedules to foster optimal communication between ESL and ICT co-teachers. During these meetings teachers plan instruction, differentiation, look at student work, assess and organize data to learn professionally together.</p>	<p>5. All Special Ed. Teachers</p> <p>6. All ESL teachers, ICT teachers</p>	<p>5.Throughout the school year</p> <p>6.Throughout the school year</p>	<p>5.Administrators and coaches</p> <p>6.Administrators and coaches</p>
<p>Strategies to increase parent involvement and engagement</p> <p><u>Communication</u></p> <p>1.Parents and other members of the community are able to access the school website which provides information regarding professional development teachers experience, the school calendar with partnerships listed as well as resources created by teachers during their 80 minute professional learning time.</p> <p>2.During professional learning time, grade teams create newsletters to send home to parents. These newsletters contain important information for parents about testing dates, literacy and math based strategies, what students are learning in a current unit and other upcoming events. parent phone call log</p> <p><u>Initiatives and Events</u></p> <p>3. Several literacy-based parent workshops are held in the school building to communicate strategies and tools parents can use with their child at home. Coaches and teachers use their professional learning tangible products as resources during these workshops.</p> <p>4. Parents and their children are invited into the building for Math Game Night. During this time coaches and teachers share new strategies, techniques and engagement tools to motivate students in learning math.</p>	<p>1.All parents, students and community members.</p> <p>2. All parents, students and community members.</p> <p>3.All parents, students and community members.</p> <p>4. All parents, students and community members</p>	<p>1.11/13 Parent Teacher Conferences - ongoing</p> <p>2. All parents, students and community members</p> <p>3.Quarterly</p> <p>4. 1 per year</p>	<p>1.Administrators and Technology Coach</p> <p>2.Administrators and Coaches</p> <p>3.Administration and Literacy Coaches</p> <p>4.Administrators, Parent Coordinator, Math Coach</p>
<p>Activities that address the Capacity Framework element of Trust</p> <p><u>Shared Goal to Improve Student Outcomes</u></p> <p>1.All members of the school community have access</p>	<p>1.All Teachers, Paraprofessionals, Specialists, RTI , Coaches, Administration</p>	<p>1. Ongoing living system of documents</p>	<p>1.Administration</p>

<p>to all google documents connected to professional learning. Inside these documents are agendas, pacing calendars for professional learning, minutes from meetings as well as all tangible products created. All reflection and work is transparent allowing goals to be coherent for all.</p> <p><u>A Culture of Respect in the Professional Learning Community</u></p> <p>2. Teacher teams begin all cycles of work by setting norms and roles for their meetings. Both the norms and roles stem from a collective responsibility approach, allowing for all members of the team to feel valuable as teams embark on their professional learning. These norms and roles are constantly reflected upon and revised as teams assess their progress towards specific goals.</p> <p>3. The Lifting the Level of the Curriculum group working with the Teacher's College Reading and Writing Project staff developer, creates tangible tools for teachers to use in their classrooms. Through a series of 'Round Robin' sessions, staff members rotate to different teacher-led professional development sessions where the Lifting the Level of Curriculum group shares their work.</p> <p>4. Working as a team, grade level and middle school content area teams create 80-minute Monday Professional Learning calendars in their team's google document. Teachers discuss and plan out cycles of work that are relevant and directly connected to the data of their students.</p> <p>5. At the conclusion of coach-led cycle of work, teachers take part in a reflective conversation with both their administration and the coach they worked with. This allows for complete transparency when reflecting about whether goals were met as well as next steps for the teacher as they continue post-cycle independently.</p>	<p>2. All Teachers, Paraprofessionals, Specialists, RTI</p> <p>3. All Teachers, Paraprofessionals, Specialists, RTI</p> <p>4. All Teachers, Paraprofessionals, Specialists, RTI</p> <p>5. Teachers (emphasis on teachers with TIP)</p>	<p>2. 9/8/14-6/22/15</p> <p>3. 10/1/14-6/22/15</p> <p>4. 9/8/14-6/22/15- Calendars are updated and revised each 4 week cycle of work</p> <p>5. Post 1-2 month cycle</p>	<p>2. Teacher Teams</p> <p>3. Staff Developer, Literacy Coach, Administration</p> <p>4. Administration</p> <p>5. Administration</p>
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Scheduling & Programming: Mondays 2:20-3:40, Tuesdays 2:20-3:35, Grade Level Team Meetings, Middle School Department based meetings, Special Education meetings, Coherency Team meetings, Professional Development Committee meetings, mid-year retreat, June retreat, Election Day Professional Development, Brooklyn-Queens Day, weekly co-teacher meetings,

Cycles of Work: Job-embedded, coordinated by instructional coaches; evaluated by Admin, Cycle Reflection Form

Staff Developers: Teachers' College (Literacy K-8), Generation Ready (Math, 6-8), Southern Cross Consultancy (Math, K-5),

Collaboration Tools: School Website, Google Drive Shared Folder System, LASW, Google Apps For Education, ECAM, 2012-2013 State Assessment Data, TC WRP Assessments, NYSESLAT Assessments, *The Power of Teacher Teams* norm setting rubric

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.

Midpoint Benchmark: Second of third teacher team share out. Teachers will present their inquiry work, findings and tangible products to their colleagues.

Timeframe: March, 2015-Monday 2:20-3:40

Monitoring Activities:

Mid-year retreat, Cycle reflection forms, Teacher’s College Reading and Writing Project Staff Development cycle survey, professional learning survey, Administration observational comments of teacher use of google drive documents and folders, Coaches Log, Debrief meetings with staff developers, Analysis of student data post-cycle work, parent phone call log, professional learning calendars set by teachers during 80 minutes on Mondays, Teachers’ Instructional Snapshots, Mid-year retreat agenda

Part 6b. Complete in February 2015.				
5. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
6. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS/MS 161 reviewed the teacher responses to the 2013-2014 NYC School Survey to determine how well teachers felt led and supported by the school’s leadership. On the issue of leadership, 96% of the school’s teachers agreed that the principal “makes clear to the staff his or her expectations for meeting instructional goals” and 93% of teachers agreed that the principal “is an effective manager who makes the school run smoothly.” On the issue of support, 87% of teachers felt supported to “some extent” or to “a great extent” by their principal, while only 79% of teachers felt supported to “some extent” or to “a great extent” by assistant principals. Therefore, the school will work to empower teachers by giving them additional leadership responsibilities, making them feel more integrated with and supported by the school’s administration, including its assistant principals.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, build distributive leadership structures involving teachers, students, coaches and administrators in order to increase the percentage of staff who feels supported by the administration from 79% to at least 90%, according to the Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> m. Research-based instructional programs, professional development, and/or systems and structures needed to impact change n. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). o. Strategies to increase parent involvement and engagement p. Activities that address the Capacity Framework element of Trust 			
<p>Strategic and Recurring Time to Meet & Plan: Giving teachers a time and space for their collaboration is essential to the growth of the school community and</p>	All teachers, specialists and paraprofessionals	once a week: (teacher teams,	Teachers and administration

<p>teacher’s professional practices. In PS/MS 161, common planning periods and meetings are built into the schedule. These meetings include but are not limited to: grade meetings, department meetings, Special Education meetings, Arts meetings, Health meetings, co-teacher planning meetings and Teacher Team meetings.</p> <p><u>Providing Opportunities for Feedback:</u></p> <p><u>1.Observations:</u> Members of the administration conduct at least four cycles of observations using Danielson’s Framework, engaging teachers in professional feedback conversations that improve teacher practice. During observations, members of the administration focus on recording evidence of activities and assignments that promote and ask students to explain their thinking; evidence that students understand the instructional outcome and learning activities, and evidence of students intellectually engaged throughout the lesson. In post-observation conferences, observers make sure feedback is actionable and meaningful by including a rationale/purpose, a strategy with an appropriate example, the needed resources and a specific timeframe.</p> <p><u>2.Formative Feedback:</u> In PS/MS 161, members of the administration invest time in providing on-going and timely support to teachers during the implementation of new tools, skills and strategies in their classrooms. This is evident in the school’s current Google documents. In PS/MS 161, all cycle work (teacher-coach, teacher team as well as department and co-teaching meetings) is recorded in google documents. This allows teachers, coaches and administrators to communicate with one another about the work throughout the week, expanding professional learning beyond the few periods embedded in the schedule. Administrators take part of the learning discussion not to evaluate progress but to provide on-going support designed to promote learning. Members of the administration have designated Mondays’ admin meetings to collaboratively review and provide feedback in all Google documents currently being used in the building.</p> <p><u>3.Summative Feedback:</u></p> <p>a. <i>Post Teacher-Coach Cycle Reflection Conference:</i> At the end of each of these cycles, teachers are invited to discuss with their immediate supervisor how the new professional learning will affect their practice (planning and</p>	<p>1. All teachers (emphasis on new teachers and TIP teachers)</p> <p>2. All teachers (emphasis on new teachers and TIP teachers)</p> <p>3a, 3b. All teachers (emphasis on new teachers and TIP teachers as well as members of the ELA team)</p>	<p>department meetings); twice a week (co-teaching and planning meetings)</p> <p>1. Throughout the school year</p> <p>2. Throughout the school year</p> <p>3a. Three Teacher-Coach Cycles (Nov, Feb, May)</p>	<p>1. Administration</p> <p>2. Administration</p> <p>3a. Instructional Coaches and Administration</p>
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<p>instruction) as well as how these newly acquired skills will manifest itself in their students' success. Finally, the teacher, coach and the administrator collaborative plan next steps so that the work that has been done continues even without the targeted support from the instructional coach.</p> <p><i>b. Teacher Team Cycles of Work:</i> After each academy's share out, members of the administration meet in order to perform a summative evaluation of the teacher team cycles. The administration focuses on three questions: What was accomplished? What's the evidence? and How the evidence holds up against the original goals? Then, each teacher team receives written feedback regarding the identified strengths, questions to consider and possible next steps.</p> <p><u>Distributive Leadership (Teacher Leadership & Collaboration):</u> In PS/MS 161, structures have been created to provide stakeholders with opportunities to participate in the decision making process in our building. Teams and or Committees include:</p> <ol style="list-style-type: none"> 1. School Leadership Team 2. Admin Team 3. Professional Development Committee 4. School Implementation Team (Vertical) 5. MOSL Committee (vertical) 6. Coherence Team (Vertical) 7. Instructional Coaches Meetings 8. Teacher Teams 9. Grade Leaders 10. PTA 11. Safety Committee <p><u>Differentiated Professional Learning</u></p> <p><u>a. Teacher Teams</u>: Teachers are grouped by grade level (elementary) or subject (middle school) but the learning is based on teacher choice. Teachers drive their own cycles of work through set meetings in their schedules, focusing on one topic, delving deep into different theories, strategies and data analysis in order to create tools or plan lessons that enhance instruction in their classrooms.</p> <p><u>b. Staff Developers</u>: Teachers are grouped by ability and the learning is based on school-wide needs assessment. In literacy, teachers fall into one of four different groups: Curriculum Based Learning (teachers learning the TCRWW), Lifting the Level of the Curriculum (Effective & Highly</p>	<ol style="list-style-type: none"> 1. All stakeholders 2. Admin 3. Coaches and admin 4. SPECIAL ED teachers, GEN ED teachers, SBSP, admin 5. Selected 6. Teachers 7. Coaches 8. Teachers 9. Teachers and admin 10. Parents 11. Dean and admin <p>a. and b. based on teachers' needs</p>	<p>3b. Three Teacher Team Cycles (Nov, Feb, May)</p> <p>Throughout school year</p> <p>a. Throughout school year</p> <p>b. 20 days a year per educational consultant</p>	<p>3b. Administration</p> <ol style="list-style-type: none"> 1. All stakeholders 2. Admin 3. Coaches and admin 4. SPECIAL ED teachers, GEN ED teachers, SBSP, admin 5. Selected 6. Teachers 7. Coaches 8. Teachers 9. Teachers and admin 10. Parents 11. Dean and admin <p>a. Teachers and admin</p> <p>b. Teachers' College, Generation Ready, Southern Cross and admin</p>
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<p>and 4 as per state exams. These students are grouped together in an accelerated class in grades 6, 7 and 8. Just as the ESL and ICT teachers are narrowing in their methods of differentiation, as is the teacher of the accelerated courses. These students are pushed forward in their thinking, experiencing activities they will most likely see in high school.</p>	<p>3. level 3 and 4 students, middle school level, GEN ED teachers</p>	<p>3. throughout school year</p>	<p>3. teachers and admin</p>
<p><u>Parent Involvement & Engagement:</u> Improve practice leads to improved student outcomes; therefore, in PS/MS 161, teachers and administrators make sure that parents know that teachers are continually learning the best ways to teach their students. Some strategies and activities that ensure this process are:</p> <ol style="list-style-type: none"> 1. Parent Teacher Conferences, but particularly September’s Curriculum Night. 2. Parent Involvement Time (Tuesdays from 2:20 pm to 3:00 pm) 3. Parent Workshops 4. Math Game Night 5. Newsletters 	<p>All Parents</p>	<ol style="list-style-type: none"> 1. Four times a year (Sep, Nov, Mar, May) 2. Weekly 3. Twice a year (Nov and Mar) 4. Once a year (Jan) 5. Monthly 	<ol style="list-style-type: none"> 1. Teachers, administrators and parent coordinator 2. Teacher and administrators 3. Instructional Coaches, administrators and parent coordinator 4. Math Instructional Coaches and parent coordinator 5. Teachers and/or parent coordinator
<p><u>Trust:</u> When teachers are provided with time, support, feedback and differentiated professional learning activities, they become accountable to each other. Coming together as a result of similar needs and goals and working toward common ends, fosters commitment to the group/team and builds trust, community and sense of purpose.</p> <p>When it comes to trust we focus on two aspects: “A shared goal to improve student outcomes” and “A culture of respect in the professional learning community. Following are some of the activities that address the two focus areas mentioned above:</p> <ol style="list-style-type: none"> a. Shared Google Documents with instructional coaches and administration feedback to teachers b. IPTC, Pre-Observation and Post-Observation Conferences c. Integrating Danielson’s Rubric in discussions and teacher practice. d. PD Evaluations e. Share-Outs after Cycles 	<p>Teachers</p>	<p>Throughout the year</p>	<p>Teaching staff and members of the administration</p>

f. Collaboratively Filling out the COach Cycle Form g. Independence in the 80-min Professional Learning Monday meetings h. Coherence Team gives teachers a voice i. Co-Teachers Meetings Administrative Preps j. Teachers’ Shout-Out (“On & Poppin’ Announcements”) k. Coaches bulletin boards highlighting best practice l. Coaches Newsletters			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Scheduling & Programing: Common planning periods, co-teaching periods, department meetings. Coordinated and implemented by instructional coaches and members of the administration
 Cycles of Work: job-embedded. Coordinated by Instructional Coaches; evaluated by Admin
 Staff Developers: Teachers’ College (Literacy K-8), Generation Ready (Math, 6-8), Southern Cross (Math, K-5)
 Talent Coach (PD for admin and coaches, calibration meetings)
 Mondays’ 2:20 pm to 3:40 pm
 Tuesdays’ 2:20 pm to 3:00 pm

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

Monitoring Activities:

Calibration Meetings among admin members with and without Talent Coach
 Agendas and minutes from different teams and committees
 Google Documents (teacher, coaches and admin participation)
 Coaches Log
 Debrief meetings with staff developers
 Reflection meetings with teachers
 Questionnaires & Surveys (Teacher & Students)
 Interviews (Teachers & Students)

Portfolios/collections of student work

Student local data

Parent-School Interaction Log

Mid-Point Benchmark: January, 2015 during Mid-Year School Retreat

Part 6b. Complete in February 2015.

7. Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

8. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

For the 2013-2014 school year, only 49% of parents responded to the NYC School Survey, below the city average of 54%. The parents who did respond, however, indicated a high level of satisfaction with their interactions with the school. 97% of parents agreed that the school makes it easy for parents to attend meetings and 98% of parents agreed that the school keeps them informed about their child’s academic progress. 98% agreed that the school makes them feel welcome and 96% agreed that the school is responsive to parent feedback. 97% of parents said they were satisfied by the response they got when they contacted the school.

While parents were very satisfied with the interactions they did have, one area that can be improved is that only 63% of parents reported that they had been invited to 3 or more events (i.e. workshops, programs, performances) at the school during the then-current school year, with 11% reporting that they had never been invited to an event.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, create new opportunities for involvement in the school community and improve parent communication channels resulting in an increase in parent participation in the Learning Environment Survey from 49% to the city average of 54%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: q. Research-based instructional programs, professional development, and/or systems and structures needed to impact change r. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). s. Strategies to increase parent involvement and engagement t. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<u>Active Parent Coordination:</u> 1. Accessible to and assist parents with issues and concerns related to their child and/or the school.	K-8	Fall 2014- Spring 2015	Parent Coordinator

<ol style="list-style-type: none"> 2. Establish and maintain a welcoming environment for all parents. 3. Build a positive working relationship with the members of school community, including the principal, parents, teachers and children. 4. Ensure that the school has an active, functioning Parent Association/Parent-Teacher Association that contributes to the school by lending support as needed. 5. Develop and implement effective parent outreach strategies. 6. Assist parents in knowing how to support their child’s learning. 			
<p><u>Tuesday’s Parent Involvement & Engagement Time:</u> Tuesdays’ parental time offers parents the opportunity to meet with K-8 teachers about their child’s progress as well as teachers informing parents of pertinent strategies to support past and current units in all subject areas. Teachers also address Common Core Learning Expectations by distributing to teachers benchmark grade level Common Core expectations, tailored homework based on student need for meeting periodic and end-of the year benchmarks, and grade level letters informing parents of “what to expect for the unit.” Every Tuesday from 2:30pm to 3:00pm, teachers:</p> <ol style="list-style-type: none"> 1. Arrange meetings to inform parents about their child’s overall progress. This type of meeting helps parents and teachers identify academic and behavior patterns across all content areas and together brainstorm possible solutions to increase child’s engagement 2. Call specific parents to inform them of their child’s weekly academic and/or behavior progress. 3. Receive parents who informally request a meeting to briefly provide information regarding student progress 4. Log calls and/or meetings in the Parent-School Interaction Log; a Google document where all members of the school community enter information regarding their efforts on parent outreach. 5. Meet in teams to create newsletters and/or packets with letters to parents informing them of the expectations for units of study and/or assigned homework. 	K-8	Tuesdays: Once a week	Grades K-8
<p><u>Parent Workshops:</u> <u>1. Parent Workshops at P.S. 161</u> are organized by the parent coordinator, and are facilitated by the Literacy and Mathematics Coach. Parental workshops focus on understanding the Literacy & Mathematics Development of Students, periodic and end of the year Common Core Standards, and specific reading, writing, and mathematical</p>	K-8 Parents	Three times a year	Mathematics and Literacy Coaches

Mathematics Game Manipulatives

Schedule Adjustments

- Parent Workshops take place prior and after school hours
- Parent Days, Tuesdays are from 2:20-3:30

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Mathematics Instructional Guided
Mathematics Game Manipulatives

Schedule Adjustments

- Parent Workshops take place prior and after school hours
- Parent Days, Tuesdays are from 2:20-3:30

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Mid-point: January 2015

Goal: Facilitation of informing parents of workshops and literacy and math workshops

Time Frame:

January 2015

- Distribution of coming workshops from January-June 2015-Parent Coordinator & Instructional Coaches

January-February 2015

- ELA and Mathematics Workshop
- Special Education and ELL Workshop: Supporting My Student at Home

February-March 2015

- ELA and Mathematics Workshop
- Using the computer to support my child at home

April-May 2015

- ELA and Mathematics Workshop
- Celebrations of my Child Work

June 2015

- Enrichment during the Summer

Part 6b. Complete in **February 2015.**

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Tier 1 Instruction by Classroom Teacher: 1-8 students reading below one benchmark in reading</p> <p>Tier 2: Pull-Out Instruction-Small -Students not meeting Tier 1 Instruction -Students Reading Below one-to-two levels in reading</p> <p>Tier 3: Pull-Out Instruction- Students who did not meet Reading Benchmark in Tier 2 Work</p> <p>Students are chosen based on the DOE pre-set below grade level scale score required for referral of student to RTI services</p>	<p>ELA Balanced Literacy Instructional Support:</p> <ul style="list-style-type: none"> · Guided reading, · Shared reading · Interactive reading and writing · Oral language development · Higher order thinking skills aligned to CCLS. · Questioning and discussion techniques · ESL strategies if appropriate · Words Their Way/ Word Work <p>Reading Comprehension Strategies</p>	<ul style="list-style-type: none"> · Benchmark TC running record (Fall-MOSL) assessments to identify at-risk students. · Small group and/or one to one instruction, identified by TC running records (Fall-MOSL) -Strategy reading and guided reading groups based on print strategies and bands of reading · Progress monitoring for comprehension, vocabulary, fluency etc. <p>Tier 2: Small Group Instruction</p> <ul style="list-style-type: none"> · Fountas & Pinnell, Leveled Literacy Intervention (LLI) · Performance Task Writing Assessment, Argument Based Writing 	<p>During the school day: Tier I intervention within the classroom in 30 minute intervals. K-8</p> <p>Tier II intervention follows pull-out model in 30 minute intervals. K-8</p> <p>RTI Afterschool After-School: Targeted students receive extra support during after-school hours.</p>
Mathematics	<p>-Not meeting Common Core Grade Level 3 Work</p>	<p>Number Talks</p> <ul style="list-style-type: none"> · ST MATH Program · Higher order thinking skills aligned to CCLS. · Questioning and discussion techniques · ESL strategies if appropriate · Georgia Standards Cognitive Guided Instruction 	<ul style="list-style-type: none"> · Weekly guided math groups in order to target individual students' needs and as based on analysis of student math data. · Individualized student instructional activities and assessments · Math games to boost automaticity in basic math facts and to help increase overall mathematical 	<ul style="list-style-type: none"> · Tier One and Tier Two intervention within the classroom <p>Morning school groups: Targeted students receive extra support on building mathematical knowledge and sk</p>

			<p>computation and understanding.</p> <ul style="list-style-type: none"> Weekly guided math groups in order to target individual students' needs and as based on analysis of student math data. Individualized student instructional activities and assessments <p>Math games to boost automaticity in basic math facts and to help increase overall mathematical computation and understanding.</p>	
Science	Tier 1 Instruction by Classroom Teacher: 1-8 students reading below one benchmark in reading	<ul style="list-style-type: none"> guided reading, shared reading interactive reading and writing oral language development higher order thinking skills aligned to CCLS. Questioning and discussion techniques ESL strategies if appropriate Peer evaluation <p>Integration of technology</p>	<ul style="list-style-type: none"> Tier I intervention is implemented in grades K-8 in order to address student needs regarding science vocabulary and science skills. Small group work is conducted to provide interventions to targeted students. Content area reading and writing addresses students' needs in building up their scientific literacy <p>Learning to use scientific data bases to create graphics and work on analysis skills.</p>	During the school day: *Tier I and Tier II intervention within the classroom in 30 minute intervals.
Social Studies	Tier 1 Instruction by Classroom Teacher: 1-8 students reading below one benchmark in reading	<p>Guided reading,</p> <ul style="list-style-type: none"> Shared reading Interactive reading and writing Oral language development Higher order thinking skills aligned to CCLS. Questioning and discussion techniques ESL strategies if appropriate <p>Use of technology for</p>	<ul style="list-style-type: none"> Tier I intervention is provided for students in grades K-8 in order to address student needs in social studies. Small group work is conducted based on analysis of student data around comprehension, analysis, identification, and writing responses. 	During the school day: *Tier I and Tier II intervention within the classroom in 30 minute intervals.

		<p>research and incorporating music from the revolutionary, colonial and civil war periods into Social Studies presentations and digital work according to CCLS</p>	<ul style="list-style-type: none"> Multi-media tools are used to help students analyze documents, texts, pictures, charts, and maps. <p>Field Trips are arranged for students requiring more understanding and immersion in the social studies content.</p>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Identified by student need</p>	<ul style="list-style-type: none"> Counseling Training for Peer Mediation Health Boys/Girls High School Applications 	<p>*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.</p> <p>*Provides suggestions in regards to progress monitoring and intervention strategies based on the identified academic and behavioral needs of the student.</p> <p>*Available to discuss with identified at-risk students' relevant issues currently impairing their academic success.</p>	<ul style="list-style-type: none"> During the day After School

Section 7: Title I Program Information

Directions:

11. All schools must indicate their Title I status in Part 1
12. All elements of the *All Title I Schools* section must be completed in Part 2
13. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
14. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
15. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
16. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

We have a set of guiding principles we use when looking for a new teacher to work at 161. This person must be smart, passionate, able to work collaboratively, work hard and often times selflessly. The administrative cabinet has determined a critically important aspect to great instruction which is for the majority of our teachers to be highly qualified and to retain these teachers once they become highly effective. There are three strategies we use: we hire former student teachers that have been highly recommended by their cooperating teachers. Our co-operating teachers are highly qualified. The second strategy is we work very closely with Adrienne Holland-Sawyer, a Teacher Staffing Support Manager, in the Office of Teacher Recruitment & Quality, New York City Department of Education. We meet with her at the beginning and the end of the school year to advice of her which type of teachers we are looking for to complete the table of organization and from our first encounter she knows the caliber of teacher we want to work at 161 so she sends those types of candidates. The third method is the responsibility of the hiring committee to review all resumes and then ask prospective teachers to come in for an interview. During the interview we ask many questions about instruction, student and parent engagement, use of data, innate talents and how would hiring them could help to maintain excellence in instruction. Next, prospective teachers are asked to give a demo lesson. The hiring committee which usually consists of the administrative cabinet, a coach and the hiring committee chairperson debriefs with possible new hire to discuss the lesson seen. Then, after interview is concluded the committee discusses the strong points and how through coaching we could support the new teacher's growth and develop her best practices. Finally based on a shared vision for our school we decide nay or yay.

Our retention rate of highly qualified teachers has improved over the last three years. Evidence gathered shows that most of our teachers leave because they relocate to other cities. In fact, only two out of the 5 teachers that we hired left to teach at another school. The others remain and moving from "Developing" to "Effective" in many components. Our new recruits stay with us because of an effective and innovative system we have in place to support growth through outside consultants or in- house professional development in literacy, mathematics, technology, and how to use data to drive instruction. New teachers receive the support of a mentor, several coaches, a grade leader, an assistant principal and the principal. The aforementioned staff sets up a schedule and a cycle of support for new teachers which includes meeting in grade teams, one-to-one meetings with a coach, after school workshops, and common planning time. These teachers receive consistent

feedback based on the Danielson Framework, instructional expectations, established best practices, and the quality review rubric. We continue the support of the new teacher as the teacher grows and may not be considered a “new teacher” any longer. We are very pleased with the professional development that is provided to all of our teachers because it is based on the Common Core, Danielson’s Framework, MOSL, teacher’s needs, interest and skill level. The culture of the school invokes trust and speaks of a school environment that is non-judgmental and where teachers can join in with other teachers to build camaraderie, strong teacher teams and future school leaders.

2b. 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).

The first weekend in June for the last 10 years there is professional development planning retreat which is open to all staff members but specific stakeholders are encourage to participate and they do. During this two-day retreat we reflect upon the current school year looking at what were our strengths and weaknesses. We discuss our instructional practices, new and old initiatives, review data, and the PBIS (behavior management system). We are looking to determine what we should keep, modify or eliminate altogether. We are looking to see what practices impacted student outcome; what practices helped to make our teachers highly qualified; and which initiatives impacted the school environment, culture and parent confidence.

These two-days are highly structured and organized to define how we will meet the needs of our teaching staff. Our theory of action is if our teachers are smarter our students will be smarter. We begin the work of creating a professional development calendar that reflects the needs of our teachers, the needs of the school and the alignment of professional development to the Common Core, the Framework and the Quality Review rubric. The professional development calendar reflect activities on persuasive and argumentative essay writing, CMP3 mathematics, Cognitively Guided Instruction in math, analysis of data and data-driven instruction, use of DOK in lesson planning, and UDL. Also some sessions are formatted based on the skill set of the teacher, for example content area teachers needs speak specifically to the subject they teach but new teachers needs are different so when planning these aspects must be taken into consideration. The work that is planned during the retreat is done by outside consultants, coaches, grade leaders, assistant principals and the principal. Teachers receive development in literacy, mathematics and technology which are then given in cycles and are based on needs determine by data such as State assessments, running records, teachers needs and surveys. Cycles of professional development are provided by coaches in literacy, mathematics, technology and/or behavior management. Inter Visitations are scheduled so teachers can visit each other to learn new and best practices and effective teachers provide professional development through turn key talks modeling of lessons. Principal provides professional development through by video in-house or a workshop. The format used by coaches is to observe teachers teaching, sometimes teachers are video taped and afterward teacher and coach meet to discuss what was seen in lesson and feedback is provided and next steps determined.

Professional Development is provided by outside consultants for all staff including administration. The school’s Network provides professional development for teachers, assistant principals and principal. The superintendent and the talent coach provide professional development for assistant principals and principals. The talent coach also works with instructional coaches.

The education of staff is extremely important to the efficacy of the school but parent engagement effects student outcome too. Therefore the parent coordinators planned monthly professional development for parents is important too.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Parent and guardians are invited to come to a Meet and Greet, at this meeting teachers and administrators talk to the parents about the curriculum, the arts and the types of parent workshops scheduled for the school year that will help them to support their child’s academic and social growth. The parent coordinator speaks to parents explaining how he can assist with their concerns about their child’s education and how they can become an active member in the school community.

School psychologist and guidance counselor and the assistant principal are available to meet with the parents to discuss the IEP, school’s expectations, the type of assistance that is available for the student. Our belief is that Special Education has tools designed to help each individual child to move beyond Special Education to a full inclusive schedule because Special Education is not a destination its a pathway to greater access to academia.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL team is one of the groups that participates in the selection of appropriate multiple assessment measures for the school The MOSL Committee is selected by staff, the UFT chairperson and the principal. The MOSL Committee members meet twice a month beginning in August (several times between August and September) to discuss which assessments would be best for the school. These decisions are made based on the most current data in NYS scores and recent running records, ECAMs which assessed basic mathematical skills. This committee also takes in consideration the selections made the previous school year and evaluate if the decision met the needs of the students and teachers. Grade leaders and the coaches engage in professional discussions and support the decisions made by the MOSL Committee. Final decisions are made because of discussions, data, a quorum and principal input. The specific type of professional development provided for teachers encompasses the foundations of MOSL selection process and purpose of data driven instruction. Therefore how to analyze data is a necessary professional development workshop. The view the test is given and it ends there is thwarted. Teachers must analyze the data to determine gaps, strengths, feedback, next steps and development of lesson plans that are aligned to a targeted outcome.

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$589,339	X	1,2,3,4,5
Title I School Improvement 1003(a)	Federal	NA	NA	NA
Title I Priority and Focus School Improvement Funds	Federal	NA	X	NA
Title II, Part A	Federal	\$213,174	X	1-5
Title III, Part A	Federal	\$34,052	X	1-5
Title III, Immigrant	Federal	\$7,913	X	1-5
Tax Levy (FSF)	Local	\$5,577,177	X	1-5

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **[PS/MS 161, Don Pedro Albizu Campos]**, 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 the school and the families. The 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 the school community. **[PS/MS 161]** will support parents and families of Title I students by:

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

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 05	Borough Manhattan	School Number 161
School Name Don Pedro Albizu Campos		

B. Language Allocation Policy Team Composition [i](#) 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 Pamela Price	Assistant Principal Nazda Palchik-Medina
Coach Madeline Block	Coach Linda Sherrod
ESL Teacher Annie Brown	Guidance Counselor Nelson Fernandez
Teacher/Subject Area Gabriel Previllon	Parent Danielle Herber
Teacher/Subject Area Milton Polo	Parent Coordinator Kareem Williams
Related Service Provider Lucrecia Oliver	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	915	Total number of ELLs	276	ELLs as share of total student population (%)	30.16%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1	1	1	1							7
Freestanding ESL														
Push-In	1	0	0	0	0	0	0	0	0					1
self-contained		1	1	1	1	1	1	1	1					8
Total	2	1	1	0	0	0	0	16						

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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	

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	178	25	27	72	4	25	26	0	10	276
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	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
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>62</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>62</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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
TOTAL	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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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 decodping 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-sytanding 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 [AMAQ 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 acroos 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 lileracy 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 through 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 right 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?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for 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 

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

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.



		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

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
 - 2) 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.



Department of English Language Learners and Student Support

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Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS/MS 161	DBN: 05M161
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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: 304
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 18
of certified ESL/Bilingual teachers: 8
of content area teachers: 10

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:

Goals:

In PS/MS 161, we are constantly aware of the necessity to improve student achievement. We continually evaluate, analyze, and assess our progress as a whole, grade, class, and as individuals. Based on the 2014 NYSESLAT, ELA & Math state scores, the administration has established the following priorities for improvement during the current school year:

1. Increase English Language Learners' (ELLs) performance in the English Language Arts (ELA) as measured by state standardized test, particularly in the areas of non-fiction reading and argumentative writing.
2. Increase ELLs' performance in mathematics as measured by state standardized test, with an emphasis on increasing content-specific vocabulary to improve students' writing skills across content areas.
3. Provide teachers with time to collaboratively plan lessons that include content and language learning outcomes.

Instructional Programs:

P.S./M.S. 161M, a K-8 school, provides Dual Language and ESL instruction for students who speak Spanish, Arabic, and several dialects from countries in Mexico and Africa.

A. Dual Language Program:

During the 2014-15 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:

- Bilingual certified teachers
- Each class will have 20-28 children.

Part B: Direct Instruction Supplemental Program Information

- Classes are comprised of 50% EP and 50% ELL students.
- Self-Contained Model
- 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 NYS ESL standards.

B. ESL Self-Contained Program:

Students whose parents opted for the Free-standing ESL program will receive the following services:

- ESL instruction is provided by six fully certified Elementary common branches/content area teachers and six fully certified ESL teachers.
- Each class will have 25-28 students
- Self-contained model
- Co-teaching format (Content Teacher + ESL teacher)
- ESL instruction is aligned to the Common Core Standards and NYS standards for teaching English as a Second Language
- Teachers use ESL strategies to provide language support and deliver academic content area instruction.

Title III Funds will be used as follows:

A. Early Morning Program

- Targeted Population: “intermediate” and “advanced” level students
- Grade Levels: 3-8
- Goal & Language: to increase ELLs’ English proficiency as well as their academic skills in both ELA

Part B: Direct Instruction Supplemental Program Information

and Math.

- Standards: Common Core Standards and New York State (NYS) Standards for teaching English as a Second Language (ESL)
- Time Frame: November 12, 2014 to March 26th, 2015 (16 weeks)
- Hours: 7:00 am to 8:00 am (1 hour) x 3 days a week
- 4 Certified ESL and bilingual teachers
- Research Based Approaches: Balanced Literacy, Depth of Knowledge (DOK) based on cognitive process and language skills of ELLs.

B. After School Program (Project Pupil & After School Intervention Programs):

- Targeted Population: ELL students
- Goal & Language: to increase ELLs' English proficiency as well as their academic skills in both English and Math.
- Standards: Common Core Standards and New York State (NYS) Standards for teaching English as a Second Language (ESL)
- Time Frame: November 12, 2014 to March 26, 2015
- Hours: 2:30 pm to 4:00 pm (1.5 hours) x 2 days a week (16 weeks)
- 8 Certified ESL and bilingual certified teachers
- Research Based Approaches: Balanced Literacy and Depth of Knowledge (DOK) based on cognitive process and language skills of ELLs.

C. 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

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:

Literacy Instructional Coaches will be responsible for providing professional development workshops, co-planning and demonstrating lessons, conducting assessments, as well as individually meeting with teachers to reflect on instruction and plan next steps. Instructional coaches work with teachers in cycles which includes an ESL teacher every six weeks.

We will also contract Teachers College and Generation Ready to provide in-service workshops for all of our teachers. Professional Development will be differentiated and aligned to teachers' and students' needs. The "Modifications Group" which includes ESL and Special Education teachers will focus on differentiated instruction and therefore explore concepts such as Implementation of CCLS and Instructional Shifts through the ELL and SPED lenses, Universal Design of Learning (UDL) to create access points for all students, Understanding by Design (UBD) to create engaging unit maps that include proper scaffold to address the needs of students, Depth of Knowledge (DOK) to gradually challenge students and Components of Balanced Literacy to plan and implement small group instruction.

The administration has provided one common planning period to all co-teachers (content area and ESL teachers) assigned to an ESL self-contained environment. Teachers use common planning periods to collaboratively plan and incorporate what they have learned into their teaching practices.

Staff Development (2014 - 2015 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
- TC Workshops for ESL & Bilingual Teachers 8 days (all day)

Instructional Coaches:

- Weekly Professional Development sessions with ESL Teachers 50minx1xWeek

Math

Part C: Professional Development

- Southern Cross Consultants for K-5: 8 days x 90minX12classes
- Generation Ready for Middle School Level (6-8): 8 days x 90minX12classes

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:

Parent Coordinator along with the administration, instructional coach and teachers will host several orientation sessions for the parents of ELLs. Monthly calendars, posters, fliers and phone blasts in both English and Spanish will be utilized to inform parents of these activities. Some of the topics include:

1. How to Help My ELL Child at Home
2. Read Aloud Night
2. Math Game Night
3. Understanding the NYC High School Application Process

In addition, our technology coach and middle school technology teacher will host monthly workshops for parents that will focus on improving parents' technology skills. Additionally, parents of ELLs will be invited to weekly attend Rosetta Stone workshops held on Tuesdays from 2:20 pm to 3:30 pm. Each parent will receive a username and a password that they can use in the school's computer lab.

Moreover, to continue to cultivate a positive and inclusive school culture, we are also planning monthly activities that involve the active participation of parents, including parents of ELLs. Monthly calendars, posters, fliers and phone blasts in both English and Spanish will be utilized to inform parents of these activities. Some of the family activities include:

1. Fall Family Trip
2. Halloween Dance
3. Valentine's Dance
4. Spring Family Trip
5. Family Movie Nights
5. Carnegie Hall Music Family Trips

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____