



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	05M161
School Name:	P.S. 161 PEDRO ALBIZU CAMPOS
Principal:	PAMELA PRICE HAYNES

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Don Pedro Albizu Campos School Number (DBN): 05M161
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: Tyhesha Smith
SLT Chairperson: Peggy Girtman-Atkins
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 05 Superintendent: Gail Reeves
Superintendent's Office Address: 425 West 123rd Street, New York, NY 10027
Superintendent's Email Address: GR Reeves@schools.nyc.gov
Phone Number: (212) 769 – 7500 Fax: (212) 769 – 7619

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, 8th floor, New York, NY
Director's Email Address: _____
Phone Number: _____ Fax: _____

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 School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Tyhesha Smith	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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	
Jessica Salute	Member/ Teacher	
Gabriel-H. Previllon	Member/ Teacher	
Milton Polo	Member/ Teacher	
Ryan Cannata	Member/ Teacher	
William Farrell	Member/ Teacher	
Latoya Geter	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tyhesha Smith	Member/ Parent	
Sindanny Pizzini	Member/ Parent	
Marquette Reed		
Ana Bueno	Member/ Parent	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: SCEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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.

2015-2016 Goal: P.S. 161 school-wide goal in Grades K-8 is to analyze meaningful data in order to target student learning, focusing on instructional gaps. By addressing both student learning gaps and teachers instructional gaps students individual needs will not only be met but will show an increase in state test scores and their course scores. Teachers will utilize small group work to both target and meet the learning needs identified in their data analysis.

2015-2016 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 are 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 to initiate an Apple ConnectED school in 2015-2016, 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.

05M161 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	894	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	9	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	125	# Music	1	# Drama
# Foreign Language	3	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	86.7%	% Attendance Rate	88.7%	
% Free Lunch	88.3%	% Reduced Lunch	2.4%	
% Limited English Proficient	29.8%	% Students with Disabilities	22.2%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American	17.2%	
% Hispanic or Latino	78.4%	% Asian or Native Hawaiian/Pacific Islander	0.8%	
% White	2.7%	% Multi-Racial	0.7%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.04	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.3%	% Teaching Out of Certification (2013-14)	8.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)	4.26	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.4%	Mathematics Performance at levels 3 & 4	18.9%	
Science Performance at levels 3 & 4 (4th Grade)	68.1%	Science Performance at levels 3 & 4 (8th Grade)	17.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan	X	
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	Effective
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	Developing
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	Effective
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	Developing
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>On the NYC School Survey, PS/MS 161 scored at the “Average” level in the area of Rigorous Instruction. On questions related to common core shifts, the school scored at the 75th percentile in ELA and the 50th percentile in math; on questions related to course clarity, the school scored at the 61st percentile. One area of need for the school according to the survey was the quality of student discussion, with replies at the 35th percentile.</p> <p>During the school’s Quality Review, PS/MS 161 demonstrated Proficiency in the areas of teacher pedagogy (1.2) and assessment (2.2). The school was evaluated as Developing in the area of curriculum (1.1), which needed improvement in terms of differentiation and rigor, particularly in the content areas.</p> <p>In the area of Student Achievement, the school’s students made progress in the 2014-15 school year, but not enough students reached proficiency in ELA. For the 2015 state ELA exam, the school’s median adjusted growth percentile in ELA was 71; in math, it was 60. On the math exam, 19.5% of students scored at level 3 or 4, a small increase from the 2014 percentage (18.8%) and a significant improvement from the 2013 percentage (14.8%). On the state ELA test, the school did not make gains in proficiency. In 2015, 12.8% of students scored at level 3 or 4, a small decline from the 2014 percentage (13.0%) and a small increase from the 2013 percentage (12.0%).</p>		

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Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers of all content areas will continue to refine rigorous and cohesive practices around data driven instruction so that the percentage of students currently reaching proficiency level in ELA state assessments will increase by 2 percentage points.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>1. School Instructional Focus Promoting Rigorous Instruction: P.S. 161 school-wide goal in Grades K-8 is to analyze meaningful data in order to target student learning, focusing on</p>	<p>1. All teachers K-8th</p>	<p>1. School year 2015/2016</p>	<p>1. Administrators and literacy coaches</p>

instructional gaps. By addressing both student learning gaps and teachers instructional gaps students individual needs will not only be met but will show an increase in state test scores and their course scores. Teachers will utilize small group work to both target and meet the learning needs identified in their data analysis.

2. Professional Learning Teams (Teacher Teams):

Teachers meet in grade level (K-5) or content based (6-8) teams once a week.

Following a protocol from the text *Turning Data into Action*, Teacher Teams are studying a specific “exploratory question” over the course of a 6-8 week cycle. To develop this question, teachers began by analyzing end of the year state testing data in language arts and math. They then used their “noticings” from the data to create a question about their team’s instructional practices as it relates to instructional gaps and the data. Examples of such exploratory questions for Teacher Teams in the Fall of 2015 are:

- How can we use K-1 language assessment data and benchmarks to inform our planning of components of balanced literacy? (K-1st)

2. All teachers K-8th

2. School year 2015/2016

2. Administrators and coaches

<ul style="list-style-type: none"> • How are we using data in small group work to inform student progress and our teaching? (2nd-3rd) • How can close reading strategies be implemented, on fiction and nonfiction text, to improve main idea and detail questions? (4th) • How can we improve our teaching practice to teach our students skills or strategies to identify key ideas and details in reading informational texts? (5th) • How are teachers currently exposing students to complex texts/ grade level material all year long? How can teachers incorporate strategies to make students comfortable answering questions about complex texts? (6th-8th ELA) • Are we assessing our students' mastery of <i>problem solving</i> in a manner consistent with the depth of mastery expected by the State Exam? (6th-8th Math) • How do we help students use the text as evidence of the point of view of the author? (6th-8th Social Studies) 	<p>3A. K-4th classroom teachers</p>	<p>3A. School year 2015/2016</p>	<p>3A. Administrators, literacy coaches, TC staff developers</p>
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<p>executing the fundamental pieces of the workshop structure (modeling, student practice, and student independent work) as well as linking all components of balanced literacy to meet the needs of all levels of students in each class. The other components include Guided Reading, Shared Reading, Interactive/Shared Writing, and Word Work and each component allows teachers to differentiate for all students' needs. Teachers will also be asked to continually analyze formative data from class work and assessments to guide their planning for all such components of Balanced Literacy with a focus on differentiating their instruction to meet all students' needs, especially for those students who are not meeting grade level benchmark assessment expectations.</p> <p>K-4th grade teachers will also attend day long workshops at Teachers College that are connected to the current units of study. They will then turnkey to their colleagues what they learned at these workshops during after school literacy meetings on Tuesdays.</p> <p>Finally, teachers will participate in cycles of work with the literacy coach based on student assessment data, formal teacher ratings data, classroom observations, and</p>	<p>4B. K-5th classroom teachers and 6th-8th ELA teachers</p> <p>4C. K-5th classroom teachers and 6th-8th ELA teachers</p>	<p>4B. School year 2015/2016</p> <p>4C. School year 2015/2016</p>	<p>4A. Administrators and literacy coaches</p> <p>4B. Administrators and literacy coaches</p> <p>4C. Administrators and literacy coaches</p>
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professional background with workshop instruction.

B. Teachers College in Grades 5-8

In grades 5-8, 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 Curriculum Based Learning 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 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. 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 Modifications group. In

5A. K-5th classroom teachers and 6th-8th ELA teachers

5B. Literacy Cluster Teachers

5A. School year 2015/2016

5B. School year 2015/2016

5A. Administrators and literacy coaches

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 Content Area Group. As PS/MS 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.

4. Teacher Support in Rigorous Instruction

- 1. Balanced Literacy Practices:** School-Wide Research based instructional program: Teachers College Reading and Writing Curriculum 2015-2016 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 writing units by the components of

5B. Administrators and literacy coaches

balanced literacy:
Word Work, (*Donald Bear*) The Read Aloud, Shared Reading/Writing, and Independent Practice supporting transference of skill-strategy work. During independent practice students retain and apply skills based on the goals of the units, mini-bends, and own reading and writing goals based on their baseline independent reading level and the baseline of their genre based writing scale score. Teachers college reading units supports Common Core expectations of expository text and fictional text. The writing units support Common Core Expectations of Narrative, Opinion/Argumentative, and Informational Text. Read Aloud Work supports DOK of comprehension work and Danielson's Framework of 3b. Questioning and Discussion.

2. **Supporting City and Common Core Shifts:** Common Core City and Common Core Shifts identify building knowledge through content rich non-fiction and

informational reading, text dependency, and complex text and academic vocabulary. Teacher's College reading curriculum is comprised of nine units addressing reading genres of fiction and expository text as well as a myriad of genres during student independent reading. The Read Aloud meets the instructional shifts of text dependency, complex text, and academic vocabulary. Students based on their reading level transfer these skills to independent reading. Teachers support and enrich complexity of text and text dependency during conferring, strategy, and guided reading.

3. **Common Core Aligned Assessments, Rubrics and Learning Progressions:**

Teachers will use Common Core aligned assessments in literacy throughout the school year and analyze the resulting data to inform their unit and lesson plans for whole class instruction and differentiation for individual student needs. In reading, students will be assessed using Concepts

About Print, Letter/Sound ID, High Frequency Words, and running record assessments. Data from such assessments will be used to plan especially for small group, differentiated instruction such as Guided Reading and Word Work.

Students will also be assessed periodically using released passages and questions (multiple choice and constructed response) from past NY State ELA exams. The resulting data will be analyzed and used to plan for components of Balanced Literacy such as Reading Workshop and Shared/Close Reading.

Teachers will use rubrics and learning progressions as developed by the Teachers College Reading and Writing Project that align to Common Core standards in narrative, informational, and opinion/argument writing.

5. At-Risk Reading & Writing: RTI, A Response to Intervention

- 1. Tier 1 Instruction: Classroom Instruction:**
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 Informational 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)

RTI Tier 2 Work: Outside classroom: Small group

<p>work 4-6 students on same reading level - 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 re-assessed 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.</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>1. ESL push-in teachers</p>	<p>1. School year 2015/2016</p>	<p>1. Administrators</p>

<p>English Language Learners are supported by push-in ELLs specialists. Students are identified for push-in group work by the Lab. Push-in teachers work with student based on their reading levels and writing results. ESL push-in teachers follow grade appropriate Teachers College Reading and Writing curriculum.</p> <p>2. Dual Language Program: K-8</p> <p>For those parents who opt to place their children in Dual Language classrooms, PS/MS 161 has a Dual Language Program to service the needs of bilingual and ESL students. To accelerate language acquisition (immersion) learning, and comprehension in all subject area students are taught one day in Spanish and one day in English. ESL minutes are provided in the classroom by bilingual certified teachers.</p> <p>3. ELLs in the classroom K-8</p> <p>ELLs' needs are met in the classroom by identification of reading level and grade end of the year benchmark in writing pertaining to the writing genre. ELL students read on their independent reading level and apply teacher modeled strategies pertaining to their level. Students are grouped accordingly in strategy and</p>	<p>2. Dual language teachers K-6</p> <p>3. All classroom and cluster teachers</p> <p>4. Teachers and paraeducators in ICT and self-contained classes.</p> <p>5. Teachers and Chess Coach from Chess in the Schools</p> <p>6. Arts Coordinator</p> <p>7. Instructional Coaches</p>	<p>2. School year 2015/2016</p> <p>3. School year 2015/2016</p> <p>4. School year 2015/2016</p> <p>5. School year 2015/2016</p>	<p>2. Administrators and coaches</p> <p>3. Administrators and coaches</p> <p>4. Administrators</p>
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<p>guided reading groups for accelerated learning. In writing, students are identified on a Common Core aligned scale rubric based on the components structure, elaboration, and conventions. Teachers benchmark students based on the end of the year writing benchmark and utilized learning progressions to close gaps or teacher next grade level expectations.</p> <p>4.Special Education Students</p> <p>Special Education students in grades K-8 are serviced in self-contained Special Education Classrooms and ICT classes. Two teachers in ICT classes service the needs of general education students and student with IEP's. Teachers follow the TC reading and writing curriculum where students are benchmarked on reading and writing grade level benchmarks for appropriate tailoring of instruction to meet grade level outcomes and academic needs of students. Special Education students are also serviced by SETTs teachers. Students are pulled out for tailored instruction to meet their needs for grade level academic outcomes.</p>	<p>8. Middle school teachers</p>	<p>6. School year 2015/2016</p> <p>7. School year 2015/2016</p> <p>8. School year 2015/2016</p>	<p>5. Library Media Specialist</p> <p>6. Administrators</p> <p>7. Administrators</p> <p>8. Administrators</p>
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<p>5.Chess Club: For strategic and reflective thinking.</p> <p>6.Debate: Students study public speaking and engage in city-wide competition, City-Wide Saturdays</p> <p>7.SHSAT Preparation Specialized High School Student Admission Test Elective Course</p> <p>8.College Awareness: Students study and visit colleges, setting goals for their lives as scholars.</p>			
<p>Strategies to increase Parent Involvement and Engagement</p> <p>1. School Parent Workshops & Teachers College Parent Days</p> <p>Parent Workshops at PS/MS 161 are organized by the parent coordinator, and are facilitated by the Literacy and Mathematics Coaches. Parent 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 strategies</p>	<p>1.K-8 Parents</p>	<p>1.Fall 2014/ Spring 2015</p>	<p>1.Parent Coordinator Literacy Coach</p>

<p>to support students at home. Parents are given handouts (i.e Benchmark reading levels, Tips for parents on each grade level) for parent education and review. Parent workshops will continue throughout the school-year promoting engagement and education</p> <p>Teacher College Parent Workshop Days, support a climate of engagement and knowledge of PS/MS 161's instructional practices to support student learning and rigor in the classroom environment and enrichment and routine practice at home. First, by parents attending Teachers College Conference the reading and writing curriculum is explained and strategies to support students on their given levels in reading and writing</p> <p>2. PS/MS 161 Tuesday Parent Time & Support: 2:20-3:20</p> <p>Tuesdays parent 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</p>	<p>2.K-8 Parents, Students</p>	<p>2.Fall 2014/ Spring 2015</p>	<p>2.K-8 Teachers</p>
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<p>“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</p> <p>All School, inclusive</p>	<p>Spring 2015</p>	<p>Literacy & Math Coaches,</p> <p>Parent Coordinator,</p> <p>Parents,</p> <p>All Teachers,</p> <p>Administration</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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- 2015-Spring 2016
- Self-Contained ESL classrooms
- Debate inclusive into elective schedule

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January 2016, the school will administer mid-year Running Record assessments to all students and will measure growth from the beginning of the year according to the model developed by the TCRWP.

In February 2016, the school will administer benchmark tests in math and ELA to students in grades 3-8 using released questions from prior-year state exams. Student proficiency and progress will be measured by comparing growth from fall benchmark assessments and student-level and school-level results on the 2015 exams.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	Effective
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	Effective
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	Developing
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	Effective
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>On the 2015 School Survey, PS/MS 161 scored in the “Average” range in the area of Supportive Environment, two percentage points below the citywide average. The school performed at an above average level in the social-emotional and next-level guidance areas. After working towards an improvement in the area of safety, the school scored close to the citywide average in that area, with the percentage of student who feel safe in class increasing from 87% to 93% and the percentage of students who feel safe in the hallways, stairwells and cafeteria increasing from 76% to 83%.</p> <p>While the school was evaluated as “Well Developed” in the area of high expectations during its Quality Review, the School Survey contained divergent responses. While responses from parents and teachers indicated a sense of high academic expectations, student responses indicated that a large percentage of students do not feel it is important to come to school every day (42% said only some or no students feel that), pay attention in class (40%), do homework (49%) and try hard to get good grades (35%).</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will solidify our culture of high expectations, which will be reflected by an increase in our percentage of positive responses in the supportive environment category on the School Environment Survey, from 85% to the citywide average of 87%

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p><u>SYSTEMS OR STRUCTURES NEEDED TO IMPACT CHANGE</u></p> <p>FOUNDATION</p>	<p>1.All teachers,</p>	<p>1.Ongoing, commencing in Sept through June</p>	<p>1.Administrators</p>

<p>1. Continue to use the School Wide Positive Behavior Intervention System policies and procedure in order to motivate student attitudes towards school and work.</p>	<p>students, parents and guardians</p> <p>2.Student body</p>	<p>2.Distribution in Sept., available on GD</p> <p>3.All Year</p>	<p>Lead Teachers Dean of Discipline Student council</p> <p>2.Principal Assist. Prin. Dean of Discipline</p>
<p>2.Clear expectations as aligned through the student handbook.</p>	<p>3.School wide</p>	<p>4.Sept.-June</p>	<p>3.All Staff</p>
<p>3. Motivational language- positive discussions will be routinely had with students reminding them of their successes, “Glow”, in order to emphasize the importance of school and high achievement. Students will also be reminded of their needs of improvement upon their “Grows”.</p>	<p>4.School wide</p> <p>5.School wide</p>	<p>5.Sept- June</p>	<p>4.All Staff</p>
<p>4. Instill the mindset of school importance, school responsibility, and achieving high grades as a foundational understanding of setting high expectations and goals.</p>	<p>6.School wide</p>	<p>6.Sept- June</p>	<p>5.All Staff</p>
<p>5.Monthly Character and Theme Implementation- monthly in class discussion and modeling of ethical and</p>	<p>6A. School wide</p>	<p>6A.Sept- June</p>	<p>6.Classroom Teachers, Specialists</p> <p>6A. Classroom Teachers, Specialists</p>

<p>desired behaviors are implemented through a rotational development process. Teachers also receive a monthly newsletter outlining activities, resources and strategies to help implement each theme. Examples of which are Empathy, Gratitude, Friendship, etc.</p> <p>6. Homework-Given on a daily basis to practice skills learned in class aligned to the CCLS. Homework is assigned as a way to foster independence as well as to develop student stamina. There is a focus on the quality of the homework rather than the quantity as we want our students to demonstrate deep understanding of the concepts covered in class.</p> <p>1. Inquiry Based Homework</p> <p>Students are assigned inquiry based homework as a way to raise the level of expectations, increase student engagement as well as parent involvement. Taking on these types of assignments allows our students to apply the skills introduced in the classroom to real world situations.</p> <p>B. Holiday Homework Packets (K-5)</p> <p>Teachers meet as a grade team to develop and assign homework for all the subjects. Homework is collected and graded. This</p>	<p>6B. School wide</p>	<p>6B.Sept- June</p>	<p>6B. Classroom Teachers, Specialists</p>
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work is then analyzed and used to drive instruction and small group work. Students are recognized for their efforts in the classroom and by getting positive phone calls home.

C. Holiday Homework Packets (6-8)

- Assignment:**
 Teachers collaborate to compile a document that has all the assignments outlined for students to complete during a given holiday. This document allows students to have access to all of their responsibilities in one place. It is handed out days before going on break to assure that all students have access to the homework and are aware of what is expected of them. Parents are informed that this document is given prior to a break.

- Collection:**

Once students return, homework is collected by their respective content teachers. Teachers provide the AP with a list of responsible students who have fully completed their

<p>1. All Grades</p> <p>2. Academy centered</p> <p>3. All Grades</p> <p>4. Grades 6-8</p>	<p>1. Year end, monthly, weekly</p> <p>2. Late Sept.-June</p> <p>3. Daily recognition and year end</p> <p>4. Late Sept. June</p> <p>5. Once in late Sept., again in early June</p> <p>6. Daily and Monthly award ceremonies</p> <p>7. Weekly</p>	<p>1. Classroom Teachers, Guidance Counselors, Dean of Development</p> <p>2. APs and Principal</p> <p>3. Dean of Development, Classroom Teachers</p> <p>4. All MS Staff</p>
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<p>assignments. Students who did not complete the assignments are to reflect on an “accountability sheet” where they explain why they have not completed their homework. By having the students reflect we want to increase our students’ level of expectation and accountability.</p> <ul style="list-style-type: none"> • Data Analysis: <p>The data specialist compiles the information provided from teachers and creates a spreadsheet with the percentages of the students who completed the assignments for each content area by class.</p> <ul style="list-style-type: none"> • Teacher Reflection: <p>Using this data teachers reflect on the given homework and evaluate the authenticity and validity of the homework they have assigned. Furthermore, this data is also used to drive instruction and make adjustments according to student needs.</p> <ul style="list-style-type: none"> • Student Recognition: <p>A list of responsible students is posted on the Middle School bulletin board. Students are also recognized during Middle School town hall meetings.</p>	<p>5.All Grades</p> <p>6. Grades 3-8</p> <p>7.grades 6-8 mediate students in lower grades</p>		<p>Student Councils</p> <p>5.Selected committee of staff members</p> <p>6.Classroom teachers</p> <p>7.Guidance, and trained students</p>
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**POSITIVE BEHAVIOR
REINFORCEMENT**

1.Honor Roll, Student of the Month, Student of the Week- programs designed to recognize and acknowledge those students providing exceptional effort and dedication. Designed to instill pride and respect for academic diligence.

2.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.

3.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.

4.Middle School Town Hall Meetings-held bi-weekly in the auditorium to discuss and present concepts, events, and expectations by the MS Dean, AP and Student Council

<p>5.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>6.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>7.Peer Mediation is designed to have students intervene and resolve disagreements and conflicts amongst their peer group.</p>			
<p><u>STRATEGIES TO ADDRESS SWDs, ELLS, HIGH NEED STUDENT GROUPS</u></p> <p>1. Differentiated Homework Homework is assigned in a way that meets students’ current needs. Teachers take time to create homework that is scaffolded and takes into account the students’ learning styles.</p> <p>2.School Intervention Team-intra school support</p>	<p>1. Targeted subpopulations (Ells, SWDs)</p> <p>2.Targeted individual students</p>	<p>1. Throughout the school year</p> <p>2.Late Sept. to June</p>	<p>1.Teachers and administrators</p> <p>2.Principal, APs, Guidance teams, SBST</p>

<p>organization addressing our SWD, ELL population in an advisory capacity, making recommendations for adjustment to Individualized Educational Plans with teacher input, so that work is aligned to CCLS expectations.</p> <p>3.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>4.Delta Academy- this girls only middle school weekend organization has been positioned for addressing challenges and education encountered during teen years.</p> <p>5.Northside Child Development Center- mental health advisory support system</p>	<p>3.MS school students with high academic motivation</p> <p>4.MS Girls specific</p> <p>5.Screened students in need of outside mental health support</p> <p>6.All middle school students</p> <p>7.Male MS students</p> <p>8. Sixth and Seventh grades</p>	<p>3.Early Oct-June</p> <p>4.Saturdays, Nov-May</p> <p>5.Three days per week</p> <p>6.Jan.-May</p> <p>7.Sept- Jan.</p> <p>8. Mid Sept.-May</p>	<p>3.Dean of Development</p> <p>4.Principal</p> <p>5.Guidance Counselors and outside agency</p> <p>6.SAPIS and Harlem Hospital personnel</p> <p>7.Specific MS teacher and outside agency</p> <p>8. Classroom teacher and TC support staff</p>
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<p>6.HAPPI-hygiene awareness for middle school students, sex education, life habits and emotional and mental well being.</p> <p>7.Generation Citizen is a middle school program working with males to develop sense of community service and responsible behaviors</p> <p>8. Teachers College Argumentation Project a middle school “debate/issue oriented” program to teach communication skills in both written and oral modalities including raising SWD and ELL students to a grade level capacity.</p>			
<p><u>STRATEGIES TO INCREASE PARENT ENGAGEMENT</u></p> <p>1.Monthly Parent Newsletter- created to disseminate upcoming events, success stories, ongoing programs to connect the school and home community</p> <p>2. PS/MS 161.org Website is informational source for all resources relating to school programs, calendars, forms, surveys, links, and celebrations of ongoing</p>	<p>1. Whole School</p> <p>2. Whole school community</p> <p>3. Whole School</p>	<p>1.Monthly</p> <p>2.Started in Nov.14</p> <p>3. Sept-June</p>	<p>1. Parent Coordinator, Community Liaisons</p> <p>2.Technology Coach Dean of Development</p> <p>3. All Staff</p>

<p>structures and events at DPAC.</p> <p>3. Parent School Interaction Log is a web based resource tool to track and record school-to-home interactions, concerning positive and behavioral or academic concerns.</p> <p>4. Math Nights, Weekend day trips, Pot Luck Dinner for parents and students designed to increase the home-school connection and involvement of the adults engaged in the child's development.</p> <p>5. KINVOLVED-web based protocol, to monitor daily and class attendance for whole school, to inform parents/guardians in real time as to their children's whereabouts.</p>	<p>4.Schoolwide</p> <p>5. Grades 1-8</p>	<p>4. Intervals</p> <p>5.Late Nov.</p> <p>June</p>	<p>4. All Staff</p> <p>5.Classroom and elective teachers</p>
<p><u>TRUST</u></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</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>

corrections needed and new challenges developed.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	Effective
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	Developing
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	Effective
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	Developing
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>During the 2015 Quality Review, PS/MS 161 was rated “Proficient” in the area of teacher collaboration (4.2) with the reviewer finding that “Teachers are engaged in structured professional collaborations around teaching practice that promote achievement of school goals and increased student learning.”</p> <p>On the NYC School Survey, the school scored above average in the area of Collaborative Teachers. The survey results indicated that a very high percentage of teachers agree that teachers share and discuss student work with their colleagues (96%) and that all staff collaborate to make the school run effectively (93%). One area of need was identified from a lower percentage (81%) of teachers agreeing that their professional development experiences had been sustained and coherently focused, rather than short-term and unrelated. This indicated the teacher team cycles of work should be more focused and deliberately paced.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
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By June 2016, 100% of teaching staff will engage in three data-driven professional learning cycles resulting in improved student performance on each given teacher team's evaluation metric in at least 2 out of 3 professional learning cycles of work

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p><u>Strategic and Recurring Time to Meet & Plan:</u></p>		<p>1.9/9/15- 6/28/16</p>	

<p>1.The Monday 80 minutes of Professional Learning provides teachers the instructional time to meet with their grade level to reflect, discuss, and analyze student data in order to identify student and instructional learning gaps in order to create small group differentiation per students specific needs and increase students outcomes for optimal learning. The cycle work promotes accelerating student learning and effective teacher practices to support learning outcomes. All teacher teams follow the following Data Action Model structure:</p> <ol style="list-style-type: none"> 1. <u>Data Meeting I:</u> Teams begin the cycle by reviewing macro-level data and choose an area of focus. During this process, they engage in a “Notice and Wonder Protocol” to help them arrive at critical areas of concern that are revealed by the data. Next, each team narrows the focus and settles on one exploratory question that will guide the rest of their cycle work. Finally, they determine what additional data can shed light on the question. 2. <u>Data Meeting II:</u> Teams gather all 	<p>1. All teachers, specialists, coaches, paraprofessionals</p>	<p>Meeting once/week through the year</p>	<p>1.Teachers and administration</p>
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relevant sources of data, which may include student-level data, lesson plans, unit plans, curriculum calendars and other sources. Teachers triangulate the data, noting learning gaps and instructional gaps revealed as they pore through all the sources of data.

3. **Data Meeting III:**

Together, teachers share their findings and work towards identifying the critical learning and instructional gaps that relate to the team's exploratory question. They set a target learning goal for their students and agree on a metric to evaluate their success in driving their students to reach the goal.

4. **Data Meeting IV:**

Teams work together to evaluate an array of possible instructional strategies and activities. Each team settles on a plan for instructional action, as well as a method to collect data and measure their effectiveness throughout the rest of the cycle.

5. **Implementation**

Period: Once the action plan has been established, members

<p>implement the steps in the classroom, measure progress and review to ensure success. This process encompasses weekly meetings to reflect upon teaching practice, modifications and adjustments in the team's action plan, and on-going feedback from one member to another, from the instructional coaches and/or the administration.</p> <p>6. Data Meeting V: Teams review data to evaluate the success of their instructional plan and determine the next course of action. If students and teachers have met their goals, then the team moves on to a new cycle of work. If they have not met their goals, then the team can elect to revise the instructional plan and re-evaluate progress.</p> <p><u>Monitoring Progress & Feedback during Monday's teacher team work:</u></p> <p>Cycle Benchmarks: In addition to establishing a goal for the cycle and agreeing on an evaluation metric, team members must also include benchmark points in the action plan. These benchmark points</p>	<p>2. All Teachers and Coaches</p> <p>3. All Middle School Teachers</p> <p>4.All Elementary Teachers</p> <p>5. Middle School Math Teachers</p> <p>6. Teachers, Coaches, Administration</p>	<p>2.9/9/15- 6/28/16</p> <p>Meeting once/week through the year</p> <p>3. 9/9/15- 6/28/16</p> <p>Meeting once/week through the year</p> <p>4.9/9/15- 6/28/16, Twice a week throughout the year</p> <p>5.9/9/15- 6/28/16; Once a week throughout the year</p> <p>6.6/13/16</p> <p>7.January 2016</p>	<p>2.Teachers, Coaches and Administration</p> <p>3. Teachers and Administration</p> <p>4.Teachers and administration</p>
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<p>serve as reminders of the commitment team members have made to meet the goals of the cycle.</p> <p>On-going Reflection: During the implementation of action plans, teams engage in on-going reflection sessions that lead to modifications and improvement.</p> <p>Admin: Agendas and minutes are typed weekly in Google documents. Members of the administration provide teams with feedback as needed.</p> <p>Team Self-Assessment: Team members reflect and complete a survey at the end of each cycle. Surveys allow the team to reflect upon the cycle’s effectiveness and sustainability as well as on the commitment and professionalism displayed by its members.</p> <p>Summative Feedback: After considering the team’s presentation, cycle’s agendas and minutes, and responses to surveys, supervisors provide teams with summative and evaluative feedback at the end of each cycle.</p> <p>Share-Outs: Teams create presentations that include a brief explanation of the cycle, how their work helped improve their practice, and how the learned pedagogical approaches and designed tangible outcomes will</p>	<p>7. Teachers, Administration, Coaches</p> <p>8. Staff Developers, Teachers, Coaches</p> <p>9. Teachers, Student</p>	<p>8. 10/1/15-6/28/16; Through a series of 20 sessions</p> <p>9. Began 9/9/15 and is an ongoing process</p> <p>10. Began 9/9/15 and is an ongoing process</p>	<p>5. Administration and Teachers</p> <p>6. Southern Cross Staff Developer, Administration, Coaches</p> <p>7. Administration</p> <p>8. Coaches, Administration</p>
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<p>increase student academic outcome.</p> <p>Google Documents: All teacher team cycle work is recorded in Google documents, allowing teachers, coaches and administrators to communicate with one another about the work achieved each week. This allows the professional learning to expand beyond the scheduled time that members meet each week. Google documents also play a key role in the reflection aspect of the cycle. Teachers, instructional coaches, staff developers and administrators are able to easily access the work the team has done so far, connecting sessions of work in a tangible way.</p>	<p>10. Teachers, Staff Developers, Coaches</p> <p>11. All Teachers, Specialists, RTI, SETTS teachers</p>	<p>11.10/1/15-6/28/16; Through a series of 20 sessions</p>	<p>9. Teachers, Coaches, Administrators</p> <p>10. Administrators</p> <p>11. Coaches and Administrators</p>
<p>2. Teachers also drive their own cycles of work through set meetings in their schedules. In the middle school, teachers in their given content areas focus on one topic, delving deep into different theories, strategies and data analysis to create a tool to use to enhance instruction in their classrooms. These cycles are documented in google documents, allowing both administrators and coaches to support teachers as they work together to move forward in their professional learning. To establish a professional and collaborative culture, teachers set norms and</p>	<p>12.5 Teacher Leaders from all three academies</p> <p>13. Middle School Math Teachers</p> <p>14. Teachers</p>	<p>12.11/1/15-6/28/16; Each teacher attends 3-5 workshops throughout the year</p> <p>13.7-8</p> <p>whole-day session throughout the year</p> <p>14.9/9/15- 6/28/16; Meet once a week</p> <p>during other professional time on Tuesdays</p>	

roles at the onset of these meetings allowing for collective responsibility and transparent expectations as they make their way through a given cycle. All cycles, whether driven by coach leadership or through the independent work that teacher teams do are connected to one another. All cycles in the building stem from the Instructional Focus, Charlotte Danielson’s framework, the Common Core Learning Standards and the Quality Review rubric.

3. Planning periods and meetings are built into the administrative prep schedule. These meetings include 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. Content of these meetings revolves around creating a variety of formative and summative assessments teachers can implement in their classrooms to determine student growth in specific standards.

12.Literacy Coach

13.Math Coach

14.Administration

4.Our elementary school grade teachers receive four to five 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.

5.Middle school math teachers meet once a week to share, collaborate, look at student work, and plan effectively

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.

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.

Tools for Reflection and Goal Setting:

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. Developers work alongside teachers to create varied assessments, model the implementation of formative and summative assessment in classroom lab sites and analyze student data in order to align TCRWP units of study to both the learning and instructional gaps of the students and teachers in regards to the Common Core Learning Standards. 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 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.

9. As of the fall of 2015 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.

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.

Research based instructional programs

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 Elementary Content Areas, is for teachers in the building that have already mastered the skill of reading and using the curriculum in their readers and writers workshops and now are working towards more cohesion in the Social Studies and Science regarding the alignment of instruction to the Common Core Learning Standards, NYC scope and sequence and student data . 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 reading and writing curriculum, creating tools for the entire staff to use in conjunction with the

Science and Social Studies Scope and Sequence. 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 driven teachers experience a rigorous and data-focused atmosphere, working towards a instructional-focus based result that will benefit the entire school community. The efforts of the Lifting the Level of Elementary Content Area group promotes a more collaborative culture in the community. A second group, the Modifications group, focuses on weaving differentiation strategies into the existing curriculum in order to provide multiple entry points for all subgroups present in their classrooms. The third group, Middle School Content Area Teachers, will build off teacher team and department meeting work around assessment, gain knowledge around pre-assessment techniques, collect data and analyze this data to inform instruction.

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

<p>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 these cycles, teachers will focus on analyzing data to inform differentiated small group instruction based on learning and instructional gaps.</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>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 September 8th 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</p>	<p>1. All teachers, specialists and paraprofessionals</p> <p>2. All teachers, specialists and paraprofessionals</p>	<p>1. 09/8/15</p>	<p>1.Administrators, coaches, data specialists</p>

<p>connect student outcomes to specific standards in order to target certain skills in future units.</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>3. During the November 3rd Staff Development Day, teachers will link data analysis around the subgroups in their classes to planning for upcoming units of study focusing on the role of formative and summative assessments as well as data driven modifications to provide access points for all learners to grasp the common core state standards within each unit being planned.</p>	<p>3. All teachers, specialists and paraprofessionals</p> <p>4.. All ESL, ICT teachers, and paraprofessionals</p> <p>5. All Special Ed. Teachers</p> <p>6. All ESL teachers, ICT teachers</p>	<p>2. Throughout the school year</p> <p>3. 11/4/15</p> <p>4. Throughout the school year</p> <p>5. Throughout the school year</p> <p>6. Throughout the school year</p>	<p>2. All teachers, coaches, data specialist</p> <p>3. 1. Administrators, coaches, data specialists</p> <p>4. Administrators and coaches</p>
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<p><u>Structures for Collaboration:</u></p> <p>4.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>5.Administrators and coaches</p> <p>6.Administrators and coaches</p>
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<p>5. Weekly Special Education administrative meetings are built into teacher schedules, allowing for discussion around strategies for subgroups and other data analysis. Teachers analyze IEPs and other student data to make decisions in regards to specific modifications in units in order to provide entry points to different subgroups in their classrooms.</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>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</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. 11/15 Parent Teacher Conferences - ongoing</p> <p>2. All parents, students and community members</p> <p>3. Quarterly</p>	<p>1. Administrators and Technology Coach</p> <p>2. Administrators and Coaches</p>

<p>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>		4. 1 per year	<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>1. All Teachers, Paraprofessionals,</p>		

<p><u>Shared Goal to Improve Student Outcomes</u></p> <p>1.All members of the school community have access 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 Elementary Content Area group working with the Teacher’s College Reading and Writing Project staff developer, relies on LASW practices and data analysis to creates tangible assessment tools for teachers to use in their science and social studies units. Through a series of ‘Round Robin’ sessions, staff members rotate to different</p>	<p>Specialists, RTI , Coaches, Administration</p> <p>2. All Teachers, Paraprofessionals, Specialists, RTI</p> <p>3.All Teachers, Paraprofessionals, Specialists, RTI</p> <p>4.Teachers (emphasis on teachers with TIP and new teachers)</p>	<p>1. Ongoing living system of documents</p> <p>2.9/9/15- 6/28/16</p> <p>3. 10/1/15-6/28/16</p> <p>4.Post 1-2 month cycle</p>	<p>1.Administration</p> <p>2.Teacher Teams</p> <p>3.Staff Developer, Literacy Coach, Administration</p> <p>4.Administration</p>
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<p>teacher-led professional development sessions where the Lifting the Level of Elementary Content Area group will then share their work.</p> <p>4. 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>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p><u>Scheduling & Programming</u> : 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,</p>											
<p><u>Cycles of Work</u> : Job-embedded, coordinated by instructional coaches; evaluated by Admin, Cycle Reflection Form</p>											
<p><u>Staff Developers</u> : Teachers’ College (Literacy K-8), Generation Ready (Math, 6-8), Southern Cross Consultancy (Math, K-5),</p>											
<p><u>Collaboration Tools</u>: 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</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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In December 2015, all grade-level and content-area teacher teams will complete their first data-driven professional learning cycle of the year. Each team will have evaluated their students' progress on an identified critical area of student need based on an exploratory question. Using the individual evaluation metric each team chose to measure student progress, each team will use student data from a summative assessment to determine whether the team reached it's goal to improve student performance.

Along with artifacts from throughout the cycle, this evidence will be used to ensure that students throughout the school are making demonstrable progress.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	Effective
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	Effective
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	Effective
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	Effective
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>On the NYC School Survey, PS/MS 161 scored in the “Average” range on questions related to Effective School Leadership, with 79% positive responses compared to a citywide average of 81%. The school scored particularly strong in the areas of program coherence (70th percentile) and principal instructional leadership (69th percentile).</p> <p>According to the survey results, teacher influence (37th percentile) is an area of need for PS/MS 161. Only 23% of teachers felt they had at least some influence over hiring new professional personnel and only 19% felt they had at least some influence over planning how discretionary funds should be used. 52% of teachers felt they had some influence selecting instructional materials.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, we will strengthen our professional learning community by increasing opportunities for teacher leadership and input in school decisions, which will be reflected by an increase in the percentage of positive responses in the effective school leadership category on the School Environment Survey from 79% to the citywide average of 81%</p>



Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Increasing Opportunities for Teacher Leadership In Their Learning and Professional Development:</p> <p>1. <u>Strategic and Recurring Time to Meet & Plan:</u> Giving teachers a time and</p>	<p>1A.All teachers, specialists and paraprofessionals</p>	<p>1A.Once a week throughout the school year</p>	<p>1A.Teachers and administration</p>

<p>space for their collaboration is essential to the growth of the school community and 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>2. <u>Teacher Teams:</u> Teacher teams are based on cooperative inquiry work supporting standards for student achievement and school improvement goals. In PS/MS 161, we believe that teachers know what they need and what's best for their students. Teacher learning focuses on daily teaching and is designed to support teachers' instructional pedagogical practices for the ultimate goal of improvement of student learning (Teacher Leadership).</p>	<p>1B. All teachers, specialists and paraprofessionals</p> <p>1C. All teachers, specialists and paraprofessionals</p> <p>1D. Co-teachers</p> <p>1E. Teachers, instructional coaches, staff developers</p> <p>1F. Teachers</p> <p>2a. Coherency Team (representative from each grade level/MS Department)</p> <p>2b. Teachers</p> <p>2c. Teachers</p>	<p>1B. Once a week throughout the school year</p> <p>1C. Once a week throughout the school year</p> <p>1D. Once a week throughout the school year</p> <p>1E. Three literacy cycles, three sessions each; four math cycles, three sessions each; and four planning sessions</p> <p>1F. As per requested</p> <p>2a. Once a month</p> <p>2b. Three times a year</p> <p>2c. Twice a year</p> <p>2d. Teams meet at least once a month throughout the school year</p>	<p>1B. Teachers and Administration</p> <p>1C. Teachers and administration</p> <p>1D. Teachers and administration</p> <p>1E. Teachers, instructional coaches, administration</p> <p>1F. Instructional coaches, administration</p>
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<p>3. <u>Grade/Department Meetings:</u> Teachers also drive their own cycles of work through set meetings in their schedules. Teachers in their given grade levels and/or content areas focus on one topic, delving deep into different theories, strategies and data analysis to create a tool to use to enhance instruction in their classrooms. To establish a professional and collaborative culture, teachers set norms and roles at the onset of these meetings allowing for collective responsibility and transparent expectations as they make their way through a given cycle.</p> <p>4. <u>Co-Teaching Meetings:</u> Teachers show leadership during co-teaching meetings. During this time, teachers assess their own instruction by spending time analyzing students' performance in the classroom and create action plans in order to effectively address students' needs. Additionally, it is a time for both teachers to discuss and develop a system that will</p>	<p>2d. Teachers</p> <p>3A. All teachers</p> <p>3B. All teachers</p>	<p>3A. Minimum of four observations a year</p> <p>3B. As needed</p> <p>3Ci. Three teachers per cycle; three cycles per year; 9 in total</p> <p>3Cii. Three Teacher Team Cycles (Nov, Feb, May)</p>	<p>2a. Teachers and administration</p> <p>2b Administration</p> <p>2c. Instructional Coaches and administration</p> <p>2d. Teachers and administration</p> <p>3A. Administration</p>
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<p>work for both in terms of expectations, grading, behavior management and overall philosophy of teaching.</p> <p>5. <u>Staff Developers and In-House Professional Development:</u> Through more than 20 whole-school day literacy and mathematic sessions, teachers work in the school building with instructional coaches and staff developers in groups, collaborating professionally. All professional learning that takes place with the staff developers begins with teacher-led goal setting sessions to establish coherence as teachers make their way through chosen cycles of work. These goals are then connected to job-embedded professional development, resulting in teachers using strategies learned in these sessions in their day-to-day lessons.</p> <p>6. <u>Outside Professional Development:</u> Through more than 20 whole-day literacy workshops, teachers are given the opportunity to choose the</p>	<p>3Ci. Teachers, Instructional Coaches (emphasis on new teachers and TIP teachers)</p> <p>3Cii. All teachers</p>		<p>3B. Instructional Coaches and Administration</p> <p>3Ci. Instructional Coaches and Administration</p> <p>3Cii. Administration</p>
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workshop that best fits their needs. Teachers are always encouraged to apply to other professional development opportunities that the NYC DOE or other organization have to offer.

2. Increasing Opportunities for Shared Decision Making:

1. Hiring Process: Members of the school community will be participating in the design of a rubric that will be used by members of the hiring committee during hiring season. This rubric will include teacher's common beliefs as well as the expectations that need to be met by the candidates. Additionally, teachers will craft a list of questions that members of the hiring committee will be expected to use during interviews and hiring fairs.
2. Usage of School Funds: Through surveys, teachers inform the administration of the needs in their classrooms. In teams, teachers then prioritize needs and agree on the

<p>allocation of designated funding.</p> <p>3. <u>Selection of Instructional Materials in the Classroom:</u> In PS/MS 161, teachers build their own curriculums using a variety of resources. These resources include: Common Core Learning Standards, EngageNY, DOE Approved Curriculums, and other supplementary programs and softwares.</p> <p>4. <u>Distributive Leadership:</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: School Leadership Team, Professional Development Committee, School Implementation Team, MOSL Committee, Coherency Team, Parent Association, and Student Government.</p> <p>3. Providing Opportunities for Feedback:</p>			
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A.Observations: 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.

B.Formative Feedback: In PS/MS 161, members of the administration invest time in providing ongoing 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 ongoing 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.

C. Summative Feedback:

i. Post Teacher-Coach Cycle Reflection Conference: 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 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.

ii. Teacher Team Cycles of Work: 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

<p>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>Addressing the Needs of Student Subgroups (Programing):</p> <p><u>1. English Language Learners (ELLs):</u> Students who speak English as a second language make up approximately 30% of our school population. In our schedule, ESL students in grades 1-8 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 specializes in teaching ESL students. This structure allows for more targeted instruction. 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.</p>	<p>1. ELLs at all levels, ESL teachers, all grade levels</p> <p>2. Students in middle school level, teachers</p>	<p>1. Throughout school year</p> <p>2. Throughout the school year</p>	<p>1. Teachers and administration</p> <p>2. Teachers and administration</p>

<p>2. Accelerated Classes: A third subpopulation addressed in our schedule encompasses the students who are performing at or above grade level -levels 3 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>Parent Involvement & Engagement: 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> <p>1.Parent Teacher Conferences, but particularly September’s Curriculum Night.</p> <p>2.Parent Involvement Time (Tuesdays from 2:20 pm to 3:00 pm)</p> <p>3.Parent Workshops</p> <p>4.Math Game Night</p> <p>5.Newsletters</p>	<p>1.All Parents</p> <p>2.All Parents</p> <p>3.All Parents</p> <p>4.All Parents, students and community members</p> <p>5.All Parents</p>	<p>1. Four times a year (Sep, Nov, Mar, May)</p> <p>2. Weekly</p> <p>3. Twice a year (Nov and Mar)</p> <p>4. Once a year (Jan)</p> <p>5. Monthly</p>	<p>1. Teachers, administrators and parent coordinator</p> <p>2. Teacher and administrators</p> <p>3. Instructional Coaches, administrators and parent coordinator</p> <p>4. Math Instructional Coaches and parent coordinator</p> <p>5. Teachers and/or parent coordinator</p>
<p>Trust: When teachers are provided with time, support,</p>	<p>Teachers</p>	<p>Throughout the year</p>	<p>Teaching staff and members of the administration</p>

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.

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:

1. Shared Google Documents with instructional coaches and administration feedback to teachers
2. IPTC, Pre-Observation and Post-Observation Conferences
3. Integrating Danielson’s Rubric in discussions and teacher practice.
4. PD Evaluations
5. Share-Outs after Cycles
6. Collaboratively Filling out the COach Cycle Form
7. Independence in the 80-min Professional

Learning Monday meetings 8. Coherence Team gives teachers a voice 9. Co-Teachers Meetings 10. Administrative Preps 11. Teachers' Shout-Outs 12. Coaches bulletin boards highlighting best practice 13. Coaches Newsletters			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
PS/MS 161 uses a variety of methods to evaluate school leadership and communication among administration, teachers and instructional coaches over the course of the year. These include: Agendas and minutes from different teams and committees

Google Documents (teacher, coaches and admin participation)

Debrief meetings with staff developers

Reflection meetings with teachers

Questionnaires & Surveys (Teacher & Students)

In January 2016, the school will survey teachers using questions similar to the NYC School Survey and measure improvement using the 2015 results as a baseline.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	Highly Effective
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	Effective
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	Effective
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	effective
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>In the area of Strong Family-Community Ties, PS/MS 161 performed at an above average level on the NYC School Survey, 2 percentage points above the citywide average. Survey responses were at the 63rd percentile in the area of teacher outreach to parents and the 64th percentile in the area of parent involvement.</p> <p>This was achieved in part through the school’s development of an online teacher-parent interaction log, intended to log every meeting or phone call that a teacher conducts with a parent. Over the course of the year, teachers in the school logged 785 communications addressing misbehavior, 373 communications used for positive reinforcement and 1,525 communications to inform parents about their child’s performance or activities taking place at school.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, we will create new opportunities for involvement in the school community and improve parent communication channels, which will be demonstrated by a 20% increase in the number of communications made by</p>

teachers to parents that are of a positive and/or informational nature, as documented in the school's parent-school interaction log.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-Based Programs, Professional Development, Systems and Structures</p> <p>1. <u>Active Parent Coordination:</u></p>			

<p>a.Accessible to and assist parents with issues and concerns related to their child and/or the school.</p> <p>b. Establish and maintain a welcoming environment for all parents.</p> <p>c. Build a positive working relationship with the members of school community, including the principal, parents, teachers and children.</p> <p>d. Ensure that the school has an active, functioning Parent Association/Parent-Teacher Association that contributes to the school by lending support as needed.</p> <p>e. Develop and implement effective parent outreach strategies by using the teacher-parent interaction log to inform parents about student performance and school activities, and to reinforce positive behavior and academic achievement.</p>	<p>1a. K-8</p> <p>1b. K-8</p> <p>1c. K-8</p> <p>1d. K-8</p> <p>1e. K-8</p> <p>1f. K-8</p>	<p>1a. Fall 2015- Spring 2016</p> <p>1b.Fall 2015- Spring 2016</p> <p>1c. Fall 2015- Spring 2016</p> <p>1d. Fall 2015- Spring 2016</p> <p>1e. Fall 2015- Spring 2016, with a particular focus on Tuesdays</p> <p>1f. Fall 2015- Spring 2016, with a particular focus on Tuesdays</p> <p>2. Tuesdays: Once a week</p>	<p>1a. Parent Coordinator, Administration, Teachers.</p> <p>1b. Parents, Parent Coordinator, Administration, Teachers</p> <p>1c. Parents, Parent Coordinator, Administration, Teachers</p> <p>1d. Parents, Parent Coordinator, Administration</p> <p>1e. Teachers, Administration</p> <p>1f.Parents, Teachers</p>
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f. Assist parents in knowing how to support their child's learning through communications documented in the teacher-parent interaction log and set up meetings to help understand the content students are learning.

2. K-8

2. Teachers, Administration

2. Tuesday's Parent Involvement & Engagement Time:

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:

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.			
<p><u>3. Parent Workshops:</u></p> <p>1. Parent Workshops at P.S. 161 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 strategies to support students at home. Parents are given handouts (i.e Benchmark reading levels, Tips for parents on each grade level) for parent education and review. Parent workshops will continue throughout the school-year promoting engagement and education</p> <p>3b. Teacher College Parent Workshop Days support a climate of engagement and knowledge of P.S. 161's instructional practices to support student learning and rigor in the classroom</p>	<p>3a. K-8 Parents</p> <p>3b. K-8 Parents</p> <p>4. K-8 Parents</p>	<p>3a. Three times a year</p> <p>3b. Fall 2015/ Spring 2016</p> <p>4. Fall 2015/ Spring 2016</p>	<p>3a. Parent Coordinator, Mathematics and Literacy Coaches</p> <p>3b. Teachers College Staff Development Day</p> <p>4. PTA Members</p>

<p>environment and enrichment and routine practice at home. First, by parents attending Teachers College Conference the reading and writing curriculum is explained and strategies to support students on their given levels in reading and writing</p> <p><u>4. Active PTA:</u></p> <p>Active members that continuously help the school become a safe and positive environment. PTA members recruit parent volunteers that serve in various capacities around the school such as:</p> <ol style="list-style-type: none"> 1. The School Leadership Team 2. Lunchroom duties 3. Classroom assistants <p>Family Trip Coordinators</p>			
<p>Strategies to address needs of subgroups</p> <ol style="list-style-type: none"> 1. <u>Parent Workshops Targeting Parents of Student Sub-Groups (ELLs & SWDs):</u> <p>Parent Coordinator along with the administration, instructional coach and teachers will host several orientation sessions for the parents of ELLs and SWDs. Monthly calendars, posters, fliers and phone blasts in both English and Spanish will be utilize to inform</p>	<p>1. Parent Coordinator, parents, admin, instructional coaches</p>	<p>1. Fall 2015- Spring 2016</p>	<p>1. Administrative Team Instructional Coaches</p>

<p>parents of these activities. Some of the topics include:</p> <ul style="list-style-type: none"> • How to Help My ELL Child at Home • Using Technology to Improve Language Skills • Addressing the Needs of the Struggling Readers • Understanding the NYC High School Application Process- Where can my child apply? • Read Aloud Night • Math Game Night <p>2. <u>Adult Classes</u>: 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.</p>	<p>2. Parent Coordinator, parents, admin, instructional coaches</p>	<p>2.Spring 2016</p>	<p>2. Technology Coach, Instructional Coaches</p>
<p>Strategies to promote stronger ties and increase parent involvement:</p> <p>1. <u>Training Parent Leaders</u>: The Parent Coordinator trains and empowers parents to become</p>	<p>1. K-8 Parents</p>	<p>1. Fall 2015- Spring 2016</p>	<p>1. Parent Coordinator</p>

<p>effective advocates for children.</p> <p>2. <u>Recruiting Parent Volunteers</u>: Parents are encouraged to participate and help in the coordination of activities taking place in the school building. Parent Volunteers work as hall monitors, lunch aids and classroom library helpers among others.</p> <p>3. <u>Develop Shared Goal to Improve Student Outcomes</u></p> <ol style="list-style-type: none"> 1. Curriculum Night 2. At-Risk Letters 3. Parent Workshops on the CCLS and instructional shifts 4. Engage NY PDs 5. After School Student Selection Process <p>4. <u>Develop A Culture of Respect in the Community</u></p> <ol style="list-style-type: none"> 1. School Website 2. Parent Calendar 3. Parent Newsletters 4. Advertisement for Tuesday Parent Time 	<p>2. K-8 Parents</p> <p>3. Parents</p> <p>4. Parents</p>	<p>2. Fall 2015- Spring 2016</p> <p>3. Throughout the year</p> <p>4. Throughout the year</p>	<p>2. Parent Coordinator</p> <p>3. Parent Coordinator, parents, admin, instructional coaches</p> <p>4. Parent Coordinator, parents, admin, instructional coaches</p>
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5. Phone Call Log 6. Parent Involvement in Debate and other special programs 7. Kinolved			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Resources needed:</p> <p><u>Human resources:</u></p> <p>Parent Coordinator</p> <p>Instructional Coaches</p> <p>Teachers College Staff Development Parent Day-Parent Attend for an All-Day Workshop</p> <p>Parent Monitors and Classroom Parent Assistants</p> <p>Classroom Teachers K-8, Parent-Days Tuesdays</p> <p><u>Instructional Resources</u></p> <p>Common Core Parent Guides & Expectations for Each Grade (Engage.org)</p> <p>Teachers College Resources, TC Benchmark Levels Grades K-8</p> <p>Print Strategies and Bands of Reading-K-8</p> <p>Paper-For Parent Newsletters and Handouts</p> <p>High-School Application Process Sheets</p> <p>Computers for Working with Parents</p> <p>Mathematics Instructional Guided</p> <p>Mathematics Game Manipulatives</p> <p><u>Schedule Adjustments</u></p> <ul style="list-style-type: none"> • Parent Workshops take place prior and after school hours <p>Parent Days, Tuesdays are from 2:20-3:30</p>
Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Over the course of the school year, PS/MS 161 will continue to monitor family-community ties by tracking attendance at parent workshops and parent-teacher conferences.</p> <p>Every month, the school will count the number of parent communications logged in the teacher-parent interaction log, categorized as behavioral, positive reinforcement, or informative communications. These totals will be compared to monthly totals from the 2014-15 school year to ensure that the school is on track to increase positive and informative parent communications by 20%.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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</p> <p>-Students not meeting Tier 1 Instruction</p> <p>-Students Reading Below one-to-two levels in reading</p> <p>Tier 3: Pull-Out Instruction-</p> <p>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</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 Reading Comprehension Strategies 	<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. Tier 2: Small Group Instruction · 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.</p> <p>K-8</p> <p>Tier II intervention follows pull-out model in 30 minute intervals.</p> <p>K-8</p> <p>RTI Afterschool After-School: Targeted students receive extra support during after-school hours.</p>

	of student to RTI services			
Mathematics	Not meeting Common Core Grade Level 3 Work	<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 <p>Cognitive Guided Instruction</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 · Math games to boost automaticity in basic math facts and to help increase overall mathematical computation and understanding. · 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>	<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 skills</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 	<ul style="list-style-type: none"> · Tier I intervention is implemented in grades K-8 in order to address student needs regarding 	<p>During the school day:</p> <p>*Tier I and Tier II intervention within</p>

		<ul style="list-style-type: none"> · 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>	<p>science vocabulary and science skills.</p> <ul style="list-style-type: none"> · 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>	<p>the classroom in 30 minute intervals.</p>
<p>Social Studies</p>	<p>Tier 1 Instruction by Classroom Teacher: 1-8 students reading below one benchmark in reading</p>	<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 research and incorporating music from the revolutionary, colonial and civil war periods into Social</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. · 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</p>	<p>During the school day:</p> <p>*Tier I and Tier II intervention within the classroom in 30 minute intervals.</p>

		Studies presentations and digital work according to CCLS	immersion in the social studies content	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Identified by student need	<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:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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.
<p>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.</p> <p>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.</p> <p>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</p>

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, staff, and paraprofessionals 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/information, 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 (SCEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	589,564.00	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	214,791.00	X	1-5
Title III, Part A	Federal	32,312.00	X	1-5
Title III, Immigrant	Federal	0	X	1-5
Tax Levy (FSF)	Local	5,649,954.00	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):** To 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:** To 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 an 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 SCEP 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's Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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

[School name] , 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 on 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.

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: <u>PS/MS 161</u>	DBN: <u>05M161</u>
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: <u>304</u>
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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>18</u>
of certified ESL/Bilingual teachers: <u>8</u>
of content area teachers: <u>10</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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.
- 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)

Part B: Direct Instruction Supplemental Program Information

- 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 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

Part C: Professional Development

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

- 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,

Part D: Parental Engagement Activities

posters, fliers and phone blasts in both English and Spanish will be utilize 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. Carnigie 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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 5	Borough Manhattan	School Number 161
School Name Don Pedro Albizu Campos		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Pamela Price	Assistant Principal Nazda Palchik-Medina
Coach Ryan Cannata	Coach Madeline Block
ENL (English as a New Language)/Bilingual Teacher Judy Soto-Solivan	School Counselor Nelson Fernandez
Teacher/Subject Area Milton Polo/Math & Science	Parent Maria Kelly
Teacher/Subject Area type here	Parent Coordinator Kareem Williams
Related-Service Provider Frank DeJesus	Borough Field Support Center Staff Member type here
Superintendent Gale Reeves	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (excluding pre-K)	892	Total number of ELLs	241	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): SP
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	1	1	1	1	1	1	1	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	241	Newcomers (ELLs receiving service 0-3 years)	157	ELL Students with Disabilities	61
SIFE	19	Developing ELLs (ELLs receiving service 4-6 years)	56	Long-Term (ELLs receiving service 7 or more years)	8

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	84	9	10	6	0	0	0	0	0	0
ENL	93	8	23	50	2	26	8	0	6	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE <u>Spanish</u>	12	12	12	6	20	4	6	12	11	9	18	10	9	17					0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>70</u>	Number of students who speak three or more languages: <u>2</u>
--	--

Freestanding English as a New 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	22	21	32	17	21	36	26	20	17					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	3	4		2		2	5	2	4					0
Haitian														0
French						1		0	1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			2	1		1		1						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	6	2	4	2	9	11	5	7	5					0
Emerging (Low Intermediate)	5	6	4	4	1	6	6	3	2					0
Transitioning (High Intermediate)	4	5	11	5	4	5	3	1	4					0
Expanding (Advanced)	10	12	15	9	7	18	17	12	11					0
Commanding (Proficient)	0	2	6	4	5	4	5	4	10					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		2	7	10	6	6	11	7	14					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	3	0	0	0
4	25	3	0	0	0
5	16	3	0	0	0
6	14	3	0	0	0
7	12	1	0	0	0
8	1				0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2	10	1	3	1	1	0	0	0
4	7	18	4	5	0	1	0	0	0
5	7	11	5	0	0	1	0	0	0
6	6	8	7	2	0	0	0	0	0
7	6	6	4	0	0	0	0	0	0
8	0	1							0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4		9	4	9	4	5	0	1	0
8		1							0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	9	11	11	13	10	6	14	14
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS/MS 161 follows the Teacher's College Reading and Writing Program (TCRWP). Based on this literacy approach, 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 (Fountas & Pinnell -Spanish Running Records). This information gives us the insights we need to create appropriate instructional plans for the year. PS/MS 161 has a history of having high numbers of English Language Learners. We are considered the "bilingual school" in District 5. One-third of our students are ELLs and many proficient students were at some point ELLs in our building. Therefore, differentiated instruction is a must in our building. All lesson plans must follow UDL formats and must include language objectives. Literacy data also shows that approximately two-thirds of the newly enrolled ELL students come with very little to no exposure to literacy. In addition, the analysis of letter/sound assessments in conjunction with running records and spelling inventories show that most Hispanic/Latino ELL students struggle with vowel sounds in the English language. Therefore, we decided that in ESL self-contained and Dual Language classrooms word study periods should be increase from two times to at least four times a week. In the upper grade and middle school level, data shows that our students' NYSESLAT scores do not match neither their reading levels nor their ELA scores. Therefore, this year although teachers will keep on working on decoding and fluency with their students, staff and ESL providers will focus more in comprehension and the application of reading skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on the most recent Spring 2015 NYSESLAT and NYSITELL results, PS/MS 161 has 177 Newcomer ELLs (0-3 years), 56 Developing ELLs (4-6) and 8 Long-Term ELLs (7+). In the Newcomers category (177), 58 students are in the entering level, 22 in emerging, 25 in transitioning and 52 in the expanding proficiency level. In the Developing category (57), 39 are in the expanding level. The remaining 18 students scored in lower levels and are mostly students with disabilities. The same applies for those students in the Long-Term category (8) where 6 out of 8 are students with disabilities.
 As far as NYSESLAT components, we did best on speaking, with about 78% of ELL students meeting the minimum threshold for

proficiency. We were roughly equivalent on all other components (listening, reading, and writing) ranging from 50% to 56%.

In the upper grade and middle school level (mostly advanced ELLs), data shows that our students' NYSESLAT scores do not match neither their reading levels nor their ELA scores. Therefore, this year although teachers will keep on working on decoding and fluency with their students, staff and ESL providers will focus more in comprehension and the application of reading skills. Data also suggests that a rigorous writing program is crucial. 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 children reach proficiency levels in all language components. To do so, teachers are continuously gathering data from different available assessments. Periodic Assessments are used to inform planning and teaching. Data also allows teachers to address students' needs in small group instruction settings.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Teachers and administrators in PS/MS 161 use AMAO data to measure progress, attainment and accountability. The school's Testing Coordinator/Data Specialists, Mr. Ryan Cannata, downloads the AMAO tool and reports the findings to teachers and administrators. Analysis of the AMAO data is then used to plan goals for ELL students, professional development and enrichment programs for the ELL population.

This year, AMAO data reveals:

a) Progress: This is based on the number of students that have made progress in learning the English language. Progress is demonstrated with an increase of at least one overall proficiency level as compared to that of the most recent prior year. As per recent data, 22 of the 33 beginning ELLs in 2014 scored at the entering and emerging proficiency levels. Only 10 demonstrated progress moving up to the transitioning and/or expanding proficiency level. In regards to the intermediate ELLs, while 25 of the 53 moved up to the expanding proficiency level and 5 scored at the commanding level, 23 students remained in the emerging and/or transitioning level. Forty of the 60 Advanced ELLs, showed progress by scoring at the commanding level. The remaining 20 students stayed in the expanding proficiency level.

b) Attainment: This is based on the number of students that become proficient in the English language (Commanding level); In regards to the advanced ELLs, 40 of the 60 students showed progress by scoring at the commanding level. Most of these students are currently in the middle school academy and it took for most of them an average of 4.5 years to become English proficient.

c) Accountability: This is based on the number of students that meet the performance targets in ELA and MATH as part of the State's student academic achievement standards. Based on recent data, only 5 ELL students met proficiency level in the Math State Assessment and no ELL was able to achieve proficiency in the ELA Assessment this year.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. Data indicates that most of our ELLs in testing grades scored at level 1 in the ELA test. In Math, although almost half of the ELL students took the test in their home language, the amount of students performing at level 1 is still significantly higher than the ones performing at a level 2.

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 School Leadership Team and the Professional Development teams gather to analyze results and create 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. ELL Periodic Assessment data shows that ELL students need support in reading and writing, particularly in the non-fiction genre. 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 belief, 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). This will in time improve students' reading and writing skills in both native and targeted language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of 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. Evidence of Tier 1 planning includes: UDL lessons, language objectives, targeted group activities, and a leveled library among others. 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 student’s new 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. In middle school, literacy and social studies are taught through a humanities approach. Science lessons are planned following a literacy perspective.

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:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

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

- Assessments tools in Spanish are similar to their English counterparts. Among them we have: Spanish 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.
- 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. In the most recent ELE (Spanish Reading Test) results, data indicates that most of the EP students in the dual language program at PS/MS 161 are reaching proficiency in the target language with 14 EP students scoring within a 51%-75% percentile and another 14 scoring within a 76%-99% percentile.
- 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 -most EP students are scoring at level 2 in both the ELA and Math State assessments. 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).
In order to evaluate the effectiveness of our ELL programs, the School Leadership Team and the Professional Development Team follow these steps:
- Conduct an analysis of ELL’s scores in NY state assessments such as NYSESLAT, ELA and MATH. During this stage, members of these teams compare students’ NYSESLAT language proficiency to ELA scores and TCRWP reading levels. Based on this analysis, teams are 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.
 - Develops a professional development plan for teachers focusing on designing coherent instruction, engaging students in learning

and assessing student progress

- c. Develop a curriculum, based on the objectives, that identifies tasks and skills for all language components
- d. Plan 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.
- e. Determine 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.
- f. Evaluate the programs based on formative and summative assessments.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.

All parents/guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). The HLIS is administered by trained, licensed pedagogues (Ms. Judy Soto-Solivan, ESL teacher) through informal interview and with the presence of an interpreter if necessary. The School's Language Team has collaboratively designed a list of questions to be asked during the informal interview. 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 (September 28, 2015)

Newly admitted students whose parents/guardians indicate a home language other than English on the HLIS are administered the NYSITELL within 10 school days of admittance. NYSITELL is facilitated by the testing coordinator and administered by trained staff who carry English as a Second Language (ESL) certificates. The pedagogues administering the NYSITELL in PS/MS 161 are: Ms. Soto-Solivan, Ms. Carrasquillo, Ms. Neely, Ms. Y. Thomas, Mr. Guinn and Mr. Gutstadt. Ms. Soto-Solivan also administers the Spanish LAB to those ELL students whose parents indicate Spanish as their home language in the HLIS.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Newly enrolled ELL students in grades 2-8 are assessed in the classroom within 30 days of their arrival. In PS/MS 161, teachers use the Oral Interview Questionnaire to determine if an ELL has had a gap of two or more years in their formal schooling. Additionally, teachers use a variety of assessments in the student's native language to assess literacy skills. These assessments include: running records, on-demand writing, letter-word ID, etc. Once assessments are analyzed, teachers report their findings to the School's Language Proficiency Team. The team then reviews evidence and makes a final decision. Once approved, the Testing Coordinator, member of this team, enters the information in ATS.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section).

In PS/MS 161, the Language Proficiency Team (comprised by appointed APs -Ms. Medina, ELL Compliance AP, and Mr. Soto, SPED Compliance AP, Literacy Coaches -Yiliani Fernandez, Testing Coordinator and Data Specialist -Ryan Cannata, and an ESL teacher - Ms. Judy Soto-Solvan) meet throughout the school year to evaluate ELLs performance and academic progress. During these meetings, 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. Local assessments are also taken into consideration in determining instructional plans. The team, then, 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.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Testing Coordinator/Data Specialist facilitates the NYSITELL in our school. Once ESL teachers report students' scores, the testing coordinator prints and distributes notification letters in the parent's preferred language within 5 days of NYSITELL testing and scanning. Classroom teachers ensure that students take letters home and call parents if necessary.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

The right to appeal within 45 days is included in the notification letter which are sent home in the parent's language of preference. Ms. Medina, ELL Compliance AP, receives the letters and informs the members of the School's Language Teams. Letters and other records are filed and maintained secure in the AP's office.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

To ensure that parents understand the program choices available at our school, the school conducts a parent orientation meeting, within the ten first days of school (September 28, 2015). The school sends letters in the parents' preferred language inviting them to attend this mandatory meeting. During the orientation, 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. The supervisor in charge of ELL compliance also attends the meeting. 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. In the event a new ELL program becomes available in our school, the parents of ELLs are informed via mail.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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. 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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Most surveys are collected after the first parent orientation. If a Parent Survey and Program Selection Form is not returned, then classroom teachers are asked to call these parents, using an interpreter if necessary, to set up an appointment to help parents complete the form. For those ELLs who arrive late in the school year, individual orientations are scheduled in a day-to-day basis.

9. Describe how your school ensures that placement parent notification letters are distributed. Testing Coordinator distribute letters (all in parent's preferred language) and teachers make sure students take letters home.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of all documentation, including letters, are filed and securely store in the school for up to seven years. The person responsible for maintenance of ELL records is Ms. Medina, ELL Compliance AP.

11. 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. RLAT report is used to identify ELLs in the building.
- 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.

If a student misses one or more of the NYSESLAT subtests, the child is placed in the make-up list and scheduled to take the missing portions of the test immediately after his/her return to school. The testing Coordinator facilitates the process while ESL teachers conduct the assessments.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Testing coordinator, Ryan Cannata, prints and distribute letters in the parent preferred language. Teachers ensure students take letters home.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms from the past few years, the trend our school has noticed among parents of newly Spanish speaking 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, 77 students are placed in Dual Language classrooms. This is approximately 30% (or 1/3) of all our current ELL population. The other 70% 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. In the event that 12 or more parents request the transitional bilingual program, the school would follow DOE protocols and open a TBE program in the building.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

The instruction delivered at our school follows various organizational models. 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 that ELL students received content instruction along with the mandated ESL support which will allow them to meet grade-level standards. In the middle school, ELLs move as a group to their different classes. Grouping students together and having an ESL instructor co-teaching with the content area/common branch teacher in the classroom, allows the school to meet and go beyond the mandated integrated ESL minutes stated by law. Standalone ESL is included in the schedule twice a week for all ESL self-contained classes.

ESL Self-Contained Program:

 - This academic year there are eight ESL self-contained classes (1-8).
 - 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. This allows a consistent implementation of an integrated ENL model in our building. Stand alone minutes are scheduled twice a week in all ESL classrooms.
 - Grade-level instruction is provided by a fully certified General Education teacher while ESL instruction is provided by a fully certified ESL teacher in each of these classes.
 - The ESL self-contained program is monitored by a certified assistant principal.
 - b. TBE program. *If applicable.*

Not applicable.
 - c. DL program. *If applicable.*

In the Dual Language Program, PS/MS 161 has adopted the self-contained model. In this environment, bilingual certified teachers provide not only grade level content but also provide the mandated ESL services required by law. As in the ESL self-

contained classes, having students together allows the school not only to meet but go above the mandated integrated and standalone mandated minutes.

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.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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 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 all ELL students receive the mandated integrated and stand alone minutes (consistent with CR part 154 units of ESL requirements).

3. Describe how core content is delivered in each program model. 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 -this includes math, science and social studies- is delivered in both languages, English and Spanish. At 161, we followed the self-contained dual language model alternating the L1 and L2 throughout the school year. 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. Content area materials (GoMath, CMP3, and textbooks) are ordered in English and Spanish for all students in the dual language classrooms.

ESL services given in ESL self-contained classrooms, is provided by six fully certified ESL teachers in a co-teaching environment. 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 Learning Standards and the NYS Blueprint 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 home 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 a 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 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. Literacy coaches will also work with groups of ELL students to provide extra support for these students.

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/Developing : 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. Transitional students will remain in the ESL self-contained classes and receive the same support as their ELL peers. 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Once the school receives parent written request to initiate the Re-identification Process, the assigned grade-level ESL teacher (Soto-Solivan, Carrasquillo, Neely, Y. Thoms, Guinn and/or Gutstadt) -under the supervision of the ELL Compliance AP, MS. Medina- reviews all documents related to the initial or reentry identification process. Student work is also reviewed in both English and in the home language. Based on collected data, the school may decide to administer the NYSITELL to the student if the original determination was for the child to not take the NYSITELL. 6. Based on the recommendation of the ESL teacher, the school principal determines whether to change the ELL status or not. Documentation is sent to the Superintendent for approval. Communication between parent and school is maintained throughout the entire process in the parent's preferred language. Notifications and other relevant documents are kept in the child's cumulative folder. Between 6 and 12 months from the date of the superintendent's notification, the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination.

8. 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?

Chart

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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

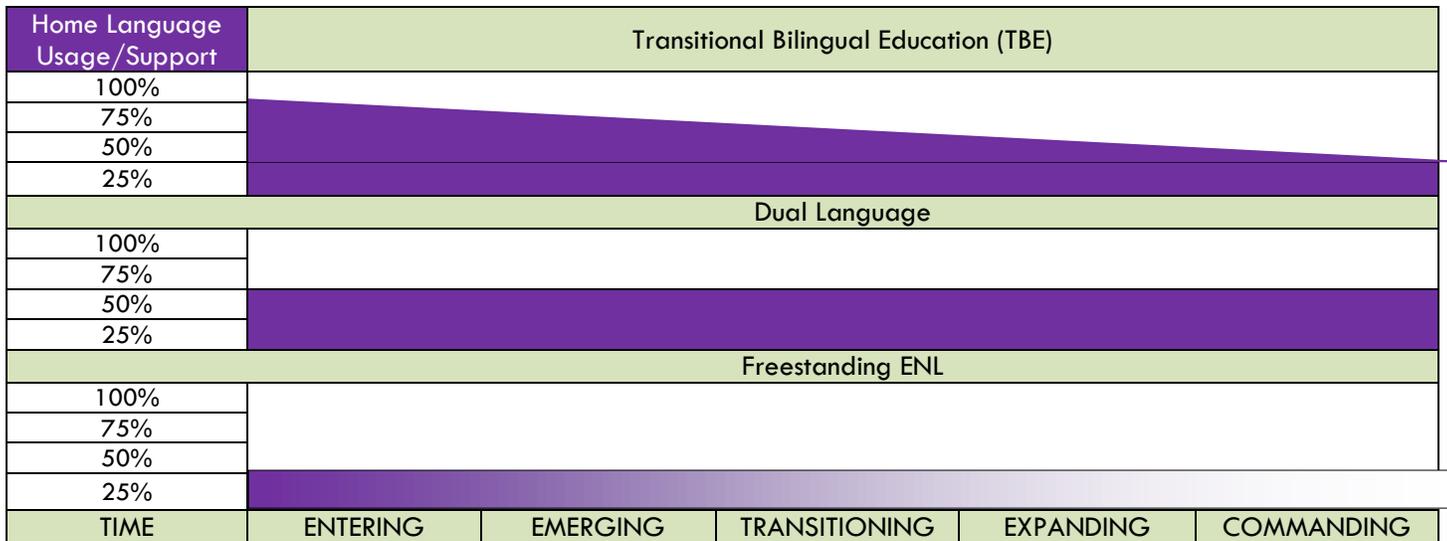


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Targeted interventions for ELA and Math includes: RTI services three times a week, after school program three times a week, Saturday program once a week. In literacy, RTI providers use Fountas & Pinnell Guided Reading materials to conduct targeted small group instruction based on NYSESLAT and ELA scores. In Math, intervention is done in small groups and based on state Math Scores and other in-house formative and summative assessments.

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.

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

The dual language program implemented at 161 meets the needs of our ELLs in both content and language development. In this program, academic instruction in ELA, Math, Science and Social Studies takes place through both languages on a 50/50 alternate model. All subjects are taught in both English and in Spanish on different days. Instruction that is delivered in English is planned using language objectives and 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. Social studies and science is taught using a literacy approach.

At 161, teachers are informed of the status of their students the first day they report back to the school building. All teachers receive a spreadsheet with the name of their students, status, scores, language proficiency, and testing modifications if applicable. Data is frequently reviewed. Teachers engage in data analysis every Monday during teacher teams and during department meetings and/or grade level meetings in the building.

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

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.

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

None

14. 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)

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

- A. Students will participate daily in our Rosetta Stone language program. Also, all classrooms have all day access to resources on the internet such as StarFall, United Stream, Brain Pop, etc.
 - B. ELLs in Monolingual Classrooms receiving ESL services.
 - 1) Grades K – 3rd
 - a) Balanced Literacy in English
 - Balanced Literacy Classroom libraries
 - Month by month phonics
 - 120 minute literacy block (balanced literacy including daily writing activities)
 - 2) Grades 4th - 8th
 - Balanced Literacy classroom libraries
 - 120 minute literacy block (balanced literacy including daily writing activities)
 - C. Grades K – 6th Dual Language (Refer to Narrative for Program Description)
 - Balanced literacy in English (alternating day model)
 - Balanced literacy in Spanish (alternating day model)
 - Balanced Literacy Classroom Libraries (both English and Spanish)
 - 120 minutes literacy block (balanced literacy including daily writing activities)
 - NYC English Language Arts Performance Standards and Mathematics
 - D. Science
 - MacMillan Science Program K – 8th grade
 - Literature links throughout learning experiences
 - Macmillan Science Program K –8thgrade in Spanish for Dual Language classrooms
 - Classroom libraries with 50% non-fiction expository text
 - Integration to Science Lab
 - E. Social Studies
 - McGraw Hill Social Studies K-8th grade
 - McGraw Hill K-8th grade in Spanish for Dual Language classrooms
 - Standards based scope & sequence for core curriculum for grades K – 8
 - Classroom libraries with 50% nonfiction, expository text
 - Literature links throughout learning experiences
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- 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 skills.
17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- 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.
19. 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.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home 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.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Through 15 whole-school day sessions, teachers work in the school building with both the literacy coach and the staff developers in groups, collaborating professionally. The groupings of teachers are deliberate and differentiated based on teacher need as connected to Danielson's framework. All professional learning that takes place with the staff developers begins with goal setting to establish coherence as teachers make their way through cycles of work. These goals are then connected to job-embedded professional development, resulting in teachers using strategies learned in these sessions in their day-to-day lessons. The structuring of teacher groups are based on differentiated needs. 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 Modifications Group was designed 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 lens of differentiation. This group focuses on how to scaffold the curriculum to meet the needs of ELLs and SWD's. During the first cycle of work the developer informed, modeled and then with teachers created a differentiated version of guided reading, targeting upper elementary/middle school students that could still benefit from the practice.

PD Days are scheduled as follows:

Cycle 1: October/November (4 sessions)

Cycle 2: January/February (4 sessions)

Cycle 3: March/April (4 sessions)

Cycle 4: June Planning (2 sessions)

Content Area teachers (Science, Math and Social Studies) are often participating in OELL workshops pertinent to their subject.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers College Reading and Writing Project In-House Professional Development (17 days a year) - In PS/MS 161, we also differentiate professional development for our teachers. As such, all ESL teachers have been assigned to the "Modifications" group which meets to study the curriculum and design strategies that will support ELLs in the different units of study.

District ELL Professional Development Series: 3 PD days a year. Focus: Aligning ESL Instruction to the CCLS Instructional Shifts

OELL Professional Development as per requested.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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. We also assist our middle school ELL students in finding the high school that best fit their needs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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.

All PD agendas and minutes are stored digitally in Google Drive folders. Staff selected to attend outside PDs are required to submit their notes through Google documents. In this way, we ensure all information is shared with the rest of the team. In-house agendas and minutes are also kept in the school's Google Drive folders.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In PS/MS 161, we effectively used Parent-Engagement Time every Tuesday from 2:20 to 3:00 pm. Teachers use this time to call parents, set up appointments, meet with parents, write progress report cards and/or create letters to be sent home. ESL teachers collaboratively plan meetings with parents of ELL during this time. During this time, ESL teachers inform parents of their child's language development in all content areas. At all times, letters, calls, and meetings accommodate the parent's language of preference.

Teachers are expected to enter this in the Parent-School Interaction Log, a school system created to keep records of all parent-school interactions throughout a school year. Parents can request copies of their interactions with the school at any time. Teachers also receive reports monthly in order to analyze data and look for patterns in their interactions with parents. Please consider this answer for the question below as well (answer to question 2). Access to spreadsheets and parent-school interaction reports: Ms. Medina and Ryan Cannata.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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

5. How do you evaluate the needs of the parents?

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.

6. How do your parental involvement activities address the needs of the parents?

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.

D. Additional Information

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

Paste response here:

School Name: Don Pedro Albizu Campos

School DBN: 05M161

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pamela Price	Principal		10/30/15
Nazda Palchik-Medina	Assistant Principal		10/30/15
Kariem Williams	Parent Coordinator		10/30/15
Jusy Soto-Solivan	ENL/Bilingual Teacher		10/30/15
Maria Kelly	Parent		10/30/15
Milton Polo/Math & Science	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		10/30/15
Ryan Cannata	Coach		10/30/15
Madeline Block	Coach		10/30/15
Nelson Fernandez	School Counselor		10/30/15
Gale Reeves	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 0 School Name: **PS/MS 161**
Superintendent: **Gale Reeves**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

In order to assess language preferences of our parents, we distribute a parent survey at the beginning of the school year. We also collect data from the Home Language Identification Survey, ATS reports, and emergency contact cards. Most of our parents have indicated Spanish as their preferred language. Most of our Arabic speaking students have at least one parent that speaks English at home. Some parents have indicated French as their preferred language as well.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The preferred languages spoken and written by our parents is English, Spanish and Arabic.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following are the various written documents we disseminate to parents each year: annual handbooks, annual state testing dates, monthly calendars, monthly newsletters, bi-weekly memos, bi-weekly notices, and bi-weekly letters.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school have several formal face-to-face parent meetings, such as parent-teacher conferences four times a year, curriculum nights twice a year, every Tuesday afternoon parent-teacher conference, and daily parent meetings with the school's parent coordinator as well as the school's guidance counselors.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

To provide for the language needs of our families we utilize our in-house school staff along with our parent volunteers, in addition to the Translation and Interpretation Unit. Collectively, we are able to assist our parents with their questions and concerns while doing so in their preferred language.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

To meet our parent's interpretation needs, we will continue to utilize our in-house staff along with our many parent volunteers. And especially during parent-teacher conferences we will fully utilize the over-the-phone interpreters via the Translation and Interpretation Unit as needed.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We will hold in-house professional development, attend outside trainings as well as distribute translation and interpretation brochures along with language palm cards at staff meetings. Also, we will look to our LAC to turnkey any new information to other staff members.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will ensure that our Parent Coordinator along the assistance of the pta continue to make the following available to parents : Welcome Poster, Parents' Bill of Rights, Parents' Guide to Language Access as well as the Language ID Guide at the security desk and in the main office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school will gather feedback from parents on the quality and availability of our services in the following ways: Through our parent surveys, the pta meetings, as well as the parent-teacher conferences.