



**THE ANGELO PATRI MIDDLE SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: THE ANGELO PATRI MIDDLE SCHOOL**  
**ADDRESS: 2225 WEBSTER AVENUE, BRONX, NY, 10457**  
**TELEPHONE: 718-584-0980**  
**FAX: 718-584-1358**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE</b> .....	Error! Bookmark not defined.
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE</b> .....	Error! Bookmark not defined.
<b>SECTION III: SCHOOL PROFILE</b> .....	Error! Bookmark not defined.
<b>Part A. Narrative Description</b> .....	Error! Bookmark not defined.
<b>Part B. School Demographics and Accountability Snapshot</b> .....	Error! Bookmark not defined.
<b>SECTION IV: NEEDS ASSESSMENT</b> .....	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS</b> .....	Error! Bookmark not defined.
<b>SECTION VI: ACTION PLAN</b> .....	Error! Bookmark not defined.
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010</b> .....	Error! Bookmark not defined.
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM</b> Error!	Bookmark not defined.
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) ...</b> Error!	Bookmark not defined.
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION</b> .....	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS</b> .....	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS</b> .....	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)</b> .....	Error! Bookmark not defined.
<b>APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS</b> .....	Error! Bookmark not defined.
<b>Appendix 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-2010</b> .....	Error! Bookmark not defined.
<b>APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)</b> .....	Error! Bookmark not defined.

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10X391      **SCHOOL NAME:** The Angelo Patri Middle School

**SCHOOL ADDRESS:** 2225 WEBSTER AVENUE, BRONX, NY, 10457

**SCHOOL TELEPHONE:** 718-584-0980      **FAX:** 718-584-1358

**SCHOOL CONTACT PERSON:** Pedro Santana      **EMAIL ADDRESS** psantana2@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Beth Shimkin

**PRINCIPAL:** Pedro Santana

**UFT CHAPTER LEADER:** Lorraine Herman

**PARENTS' ASSOCIATION PRESIDENT:** Delkys Abreu

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 10      **SSO NAME:** Fordham University

**SSO NETWORK LEADER:** Struk, Margaret

**SUPERINTENDENT:** Sonia Menendez

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Pedro Santana	Principal	Electronic Signatures Approved.
Beth Shimkin	Admin/CSA	
Lorraine Herman	UFT Member	
Sandra Thomas	Parent	
Elba Tavaréz	Parent	
Joanne Cash	Parent	
Craig Pinckney Lowe	UFT Member	
Delkys Abreu	PA/PTA President or Designated Co-President	
Sandra Vega	Parent	
Dawn Verhille	UFT Member	

***Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.***

**\* Core (mandatory) SLT members.**

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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#### School Vision and Mission

We are a diverse, collaborative school dedicated to creating a community of life-long learners through challenging and meaningful experiences that promote the achievement of high standards and academic excellence. By providing opportunities for students in an environment that is child-centered, nurturing and flexible, we will meet the academic, social and emotional needs of our students. Creating small academies and grade level teams fosters individualized instruction and a sense of family and belonging. Our goal is to ensure that the entire learning community reaches its highest potential, individually and collectively. We will promote professional development and standards based education as we move toward the next decade. Our learning partnership promotes academic exploration and success, the realization of individual student potential, respects for self and others, and joy in learning.

Through the development of higher order thinking skills and the focus on the school-to-work connection we are empowering our students to make a commitment to excellence, face life's challenges and become leaders in today's global community.

#### Contextual Information about the School's Community and its Unique Characteristics

The Angelo Patri School 391 opened in the fall of 1999 with a clear sense of purpose to increase student achievement and build a unique community on a foundation of core values. The Angelo Patri Middle School is located in a high poverty area in the Fordham-Tremont section of the Bronx. We currently serve a diverse cultural and linguistic student population. The student population is heterogeneously grouped.

We had three unique academies in place under the supervision of assistant principals to encourage teaming amongst teachers, create family and acknowledge the importance of all staff members knowing their students. This year we are changing our focus to become a Science-Math-Technology based school which will be inquiry based. As a school we will create small teams within the academes with teacher team leaders organize, manage, and ensure academic success. We are also continuing the work as a service learning school in which we will expand our events which honor the community at large and encourage giving and learning about the community at large.

This is our fourth year together as a leadership team. Together, as a team, it has been very important for us to create an environment of collective decision making and participation. Together as a team we spend countless hours discussing the middle school child, the whole child, academic and developmental to move our students' achievement. We have created an environment of safe spaces where the Angelo Patri community members can share, reflect, and promote positive learning experiences for all members.

## School Environment

Many exciting things have occurred since we have become a team. We had our grand opening of the school library which was designed and created with the idea of what a reading space should be and lend itself towards the enjoyment of reading. We also have a full working technology lab along with laptop carts for our students. The technology lab and laptop carts support our assessment of students through the use of Scantron and Acuity and also lend itself to the technological age that our students need to be conscious of and utilize to increase their academic acumen. We will also have four science labs to support our students in their inquiry based learning.

In recognition of the middle school student, we have created many programs to meet the emotional and academic needs of our students. We have Turnaround for Children which provides a full time clinical social work and interns that help to build the basic infra-structure that we need to support our students' emotional/social needs. A clinical social worker from Astor Guidance Center is also a part of our community that has an established office space in our school as a satellite of the Astor Guidance Center. Working in conjunction with those two agencies and the school is FRIENDS, which provides crisis intervention and case management to families in their own homes.

To ensure that we are addressing the needs of the whole child we have a fulltime attendance and counseling program with eh Committee for Hispanic Children and Families. Our extended day programs are run through IEP and SCAN program. These programs provide homework help, tutoring, sports activities, media and

and fashion design. We will be in our second year of the STEPS program. This program opens the doors for our seventh grade students to visit various high schools to ensure smart decision making in the eighth grade, honor roll celebrations, career exploration and out of the classroom experience.

Professional development is coordinated by the Leadership team, which includes the principal, assistant principals, literacy and math coaches, consultants and grade leaders, and is driven by the needs of the teachers to ensure continued student achievement. Through informal and formal assessments, walkthroughs, Learning Walks, intervisitations, and lab sites the team assesses the findings to help determine what our teachers need to increase student achievement. The professional development will continue to focus on creating and implementing academically rigorous instruction that incorporates the California Standards thereby helping our students meet or exceed city and state standards. The California Standards are being used school wide as a tool for improving teacher practice and as a springboard for conversation, observation and accountability.

**SECTION III - Cont'd**

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	The Angelo Patri Middle School				
<b>District:</b>	10	<b>DBN #:</b>	10X391	<b>School BEDS Code #:</b>	10X391

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input 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	<input checked="" type="checkbox"/> Ungraded			

<b>Enrollment:</b>				<b>Attendance: - % of days students attended</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	0	0	0		87.8	87.4	90.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0	<b>Student Stability: - % of Enrollment</b> (As of June 30)	2006-07	2007-08	2008-09
Grade 3	0	0	0		92.4	92.9	92.86
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate: - % of Enrollment:</b>			
Grade 6	256	232	219	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	254	273	255			92.4	92.9
Grade 8	283	247	262				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		21	18	62
Grade 12	0	0	0				
Ungraded	2	3	5	<b>Recent Immigrants: - Total Number</b>			
Total	795	755	741	(As of October 31)	2006-07	2007-08	2008-09
					46.0	37.0	47

<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number</b>			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	83	90	92				
# in Collaborative Team Teaching (CTT) Classes	17	18	17	Principal Suspensions	5	2	TBD
Number all others	38	53	67	Superintendent Suspensions	14	2	TBD
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	95	63	102	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	110	127	99	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs	19	0	17	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	51	61	64
				Number of Administrators and Other Professionals	14	24	24
<b>Overage Students: # entering students overage for grade</b>							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	3	4
	15	23	30				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	96.7	100.0
American Indian or Alaska Native	0.9	0.7	0.9	Percent more than two years teaching in this school	70.6	62.3	62.5
Black or African American	29.3	27.0	27.9	Percent more than five years teaching anywhere	54.9	47.5	57.8
Hispanic or Latino	66.9	69.8	68.3				
Asian or Native Hawaiian/Other Pacific Isl.	2.1	1.7	2.0	Percent Masters Degree or higher	80.0	75.0	81.0
White	0.8	0.8	0.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	67.6	86.3	86.1
Multi-racial							
<b>Male</b>	53.3	51.8	54.1				
<b>Female</b>	46.7	48.2	45.9				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:				
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>						
<input type="checkbox"/>	In Good Standing (IGS)					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)					
<input checked="" type="checkbox"/>	NCLB Restructuring - Year ____					
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____					
<b>Individual Subject/Area Ratings</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA:	Restructuring Y 2		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>						
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	X	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	√			
Hispanic or Latino	X	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	X	√ <sup>SH</sup>	-			
Limited English Proficient	X	√	√			
Economically Disadvantaged	X	√	√			
<b>Student groups making AYP in each</b>						

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>subject</b>	1	6	5	0	0	0
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### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	81.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	11.7	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	19.7	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	43.6	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

The NYS school accountability reports over the past three school years showed continued progress in the three measured content areas (ELA, Math, and Science). Our school prides itself in being effective at moving students from not meeting standard (Level 1) to approaching standard (Level 2) on the state assessments. It has been more challenging for us to move students from approaching proficiency to meeting and exceeding standards. This has become an important goal for our school to achieve. To this end, we have utilized the data from Acuity and Scantron to assess student need more efficiently, to inform small group instruction and to differentiate instruction more effectively. Additionally, we consistently assess the efficacy of our curricula and make adjustments based on those assessments. In this way, we constantly interrogate our practice, which in turn should move our students' more quickly toward proficiency.

Our strongest and most consistent gains have been in Math over the time period. In this subject area we have been able to meet test performance criteria for all sub-populations in the most recent accountability report. This has been primarily due to our focus on designing and implementing a standards-based curriculum that puts emphasis on targeting the performance indicators which the interim assessments show our students need work with the most. Through Acuity, Scantron and unit assessments, we have been able to track the progress and growth of our students more effectively in this area. Additionally, the practice of teacher inter-visitation, implemented in the 2008-09 school year, has positively impacted teacher practice, and by extension, student achievement.

While we have had success in moving our students forward in ELA, the gains have not been as great. Over the past three years, we have moved more students to proficiency when taken as a whole; yet, even though our Performance Indices have increased steadily over the past three years, they have not kept pace with the increase in our Effective AMO. This pattern is especially clear, with the notable exception of our African-American student group, which has met the criterion in the last two of the three years of reviewed data. To address this, the Literacy department has worked to improve teacher understanding of the performance indicators, as well as how to analyze student work in order to diagnose student need more effectively. Much of this work is done through common planning and a focused, diagnostic approach to looking at individual student work in which teachers come together and support one another in assessing student strengths and next steps. This has positively impacted the level of teacher practice and the depth with which teachers analyze student work.

Based on the NYC Dept. of Education Progress Reports, we have moved from a grade C to grade A, with sharp gains in student performance, student progress and the additional credits gained for moving students in the bottom third populations forward. We attribute this success to our focused efforts over the past three years to ensure that all curricula are standards driven, and that both staff and students have a deeper understanding of both the standards and the more specific performance indicators that comprise them. Specifically, a better understanding of and more effective usage of the performance indicators as a curriculum driver in all subject areas helped us ensure students' exposure to the content knowledge and skills they would need in order to be successful in both school and state assessments.

Both assessment reports, while showing general improvement in student achievement, highlight our school's need to support both our Special Education and English Language Learner populations, particularly in literacy. In order to support the needs of our Special Education learners, we have provided increased professional development in learning and developmental challenges and how to address them. We have also supported our teachers in utilizing the information in student IEPs more effectively. Finally, we have increased efforts to differentiate the curricula to more effectively address the needs of our Special Education population. For our English Language Learners, we have worked to align the ELL standards and indicators more closely to those in ELA. In this way, our ELL students who are mandated to take the ELA have a stronger understanding of the expectations thereof.

The findings of the school's two Quality Reviews recognizes our success at transforming the school environment for our students and staff, and acknowledges the work we have done in developing standards-based curriculum across the content areas. The Quality Review has highlighted the need for our school to strengthen both teacher and student goal-setting and to utilize short-term benchmarks in our curricula to assess student progress toward performance indicator mastery. Additionally, we need to establish a consistent approach to using formative and summative assessments to plan instructional experiences that provide the appropriate level of rigor for our students. To achieve these needs, content area leaders have provided extensive support to teachers in creating SMART goals with predetermined benchmark check-ins to ensure continued focus on achieving those goals. In turn, the goals have been made public and communicated to students in order to guide their goal setting, thereby focusing their process more consistently.

Undergirding all of our improvement efforts is a school-wide commitment to understanding, analyzing and sharing the myriad data sources to which we have access. The goal of changing conversations to be much more data-driven is well on the way to being realized. Teachers understand more clearly how to use data in making instructional decisions about our students. We continue to develop this skill in our teachers, as it is key for the continued growth of our students.

Finally, the findings of our inquiry teams over the past three years have greatly impacted our collective vision of how environmental and social interventions positively impact student achievement. In working to improve interactions between students and teachers by providing opportunities for these constituencies to work together in service learning projects, school wide programs, academic competitions and celebrations, and in this school year, mini-learning communities, we have seen an increased level of personal investment by our students and teachers in student achievement. An additional benefit to this positive change to our school environment is that it has become one that is inviting for all our constituencies, including parents/guardians. As a result, we have seen an increase in the level of parent/guardian participation in our school. Our welcoming environment has increased the level of trust our students and teachers share, and has helped to foster the types of connections among parents/guardians, students and staff that push all to work together closely to achieve student success on academic and social levels.

We believe that we have put key components in place to move our students forward as both scholars and active, caring citizens. With continued commitment and creative, strategic planning using all of

the sources at our disposal, we will continue to move our students forward in their academic and life endeavors.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<p>By June 2010, 75% of all students in The Angelo Patri Middle School 391 will demonstrate improvement in reading and writing skills as evidenced by work samples aligned with NYS standards, formal and informal assesments including student portfolios.</p> <p>By June 2010, ELA improvement will include, 25% of students in Level 1 will increase by 15 points, 20% of students in Level 2 will increase by 15 points, 20% of students in Level 3 will increase by 10 points and 20% of students in Level 4 will increase by 10 points.</p>	<p>After conducting our needs assessment, we found that we need to increase literacy achievement for all students. As a result, we have made progress for all subgroup a priority goal for the 2009-2010 school year.</p>
<p>By June 2010, 25% of all students will demonstrate improvement in their math skills as evidenced in students' stadard based work in portfolios and the increase of performance indicators met on formative and summative assessments.</p> <p>By June 2010, 25% of students in Level 1 will move to Level 2, 25% of students in Level 2 will move to Level 3 and 20% of students in Level 3 will move to Level 4.</p>	<p>To increase understanding of fundamental mathematics and Math achievement for all students a rigorous curriculum will be created that is standard based and incorporates performance indicators that addresses content and process strands by grade level. Analyzing data from formative and summative assessments will drive the instrucional planning and grouping of students to meet the needs of all students.</p>
<p>By June 2010, there will 30% increase in parent participation in Parent Teacher Conferences and other events related to student social/emotional and academic growth.</p> <p>Bu June 2010, parent workshops will increase by 50% with families involved in the increased academic success of all students.</p>	<p>To create an open supportive environment for families and to foster academic alliance between families, students and the school. curriculum workshops, progress reports, afternoon and evening meetings will increase family involvement.</p>
<p>By June 2010, 95% of students will perform at or above grade level on the NYS Science test.</p> <p>By June 2010, 100% of students will be involved in inquiry based learning to support</p>	<p>Students will be involved in inquiry based learning to support academic achievement in Science. Science, technology and math will be the driving force of instructional planning and curriculum</p>

academic achievement in Science.	development insuring skills and strategies are aligned throughout all the content areas.
To expand the inquiry based process to develop and use action research to intervene with our special education students, ELL students and entire school population by creating pods of teachers and students.	Inquiry Teams

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area  
(where relevant) :**

**Literacy**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 75% of all students in The Angelo Patri Middle School 391 will demonstrate improvement in reading and writing skills as evidenced by work samples aligned with NYS standards, formal and informal assessments including student portfolios.</p> <p>By June 2010, ELA improvement will include, 25% of students in Level 1 will increase by 15 points, 20% of students in Level 2 will increase by 15 points, 20% of students in Level 3 will increase by 10 points and 20% of students in Level 4 will increase by 10 points.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All Literacy teachers, administrators, support staff will be responsible to ensure students meet their growth targets by:</p> <p>Identifying student needs through the assessment of student data (summative and formative), and use findings to differentiate instruction.</p> <p>Continue to deliver school wide grade wide curriculum that includes standards and performance indicators addressed, lessons, mid-point and unit assessments, and support materials that address skills and strategies for mastery.</p> <p>Providing AIS to students scoring Level 1 and low Level 2 on the NYS ELA exam, including Guided Reading and Wilson, to support movement to Level 2 and Level 3. Providing enrichment for students in Level 3 and Level 4 to ensure they maintain proficiency.</p> <p>Portfolios will be utilized to demonstrate student growth in the areas of reading, writing,</p>

	<p>language development.</p> <p>Using VOICES character education curriculum for grade 6 students.</p> <p>Using VISIONS and ACHIVE 3000 to support language acquisition for our ELL and TBE students.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Contracts for Excellence, Title One, Middle School Initiative (MSI)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Periodic Assessments: Administered quarterly; projected gains of 10% per quarter Scantron: Administered every twelve weeks; projected gains of 1/2 grade level in each 12 weeks</p> <p>Unit tests: Administered every six weeks; projected gains of 10% increase in mastery of Performance Indicators every six weeks</p> <p>Baseline, mid-line and end-line writing assessments: Administered every twelve weeks; projected gains of improved student writing as evidenced by portfolio assessments</p>

**Subject Area**  
**(where relevant) :**

**Math**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 25% of all students will demonstrate improvement in their math skills as evidenced in students' standard based work in portfolios and the increase of performance indicators met on formative and summative assessments.</p> <p>By June 2010, 25% of students in Level 1 will move to Level 2, 25% of students in Level 2 will move to Level 3 and 20% of students in Level 3 will move to Level 4.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Math focus for addressing skills and strategies in all content areas. Standard based curriculum designed using the performance indicators.</p> <p>Teachers will provide clear expectations for the importance and maintenance of portfolios in the classroom. Students will practice specific sample pieces drawn from the teacher developed</p>

	<p>database and Impact Math specific lessons.</p> <p>Academic Intervention Services include guided math and extended day.</p> <p>Data will be analyzed from formative and summative assessments and data will be used to drive instructional planning and individualized instruction based on student need. We will provide common planning time by grade level to plan for strategies that will effectively teach math content and process strands to address the performance indicators.</p> <p>On-going professional development will address school wide initiatives such as differentiated instruction goal setting, using of technology based formative assessments, conferencing, and the use of the workshop model to deliver instruction. We will continue to use the school wide curriculum and assessments to address student needs. OSEI Benchmarks Action Plan will continue to work with our teachers to offer suggestions on improved instruction for Special Education students. In class observations with immediate feedback to support improved instruction and strategies to teach the Special Education students.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title One, Title III</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Periodic Assessments: Scantron administered every twelve weeks to monitor student progress and growth. Benchmark assessments aligned with curriculum. Mid-unit exams and unit exams to determine mastery of performance indicators and determine how to differentiate instruction by classes and students. Grade level reports from DY0 will be administered five times a year and the data will be analyzed to modify curriculum as fit.</p>

**Subject Area**  
(where relevant) :

**Science**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will 30% increase in parent participation in Parent Teacher Conferences and other events related to student social/emotional and academic growth.</p> <p>Bu June 2010, parent workshops will increase by 50% with families involved in the increased</p>
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	academic success of all students.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Double lab period for a minimum of once a week. Four working science labs for inquiry based instruction. Use of FOSS kits to expand inquiry learning and exploration. Common planning meetings with science teachers by grade level to discuss curriculum, investigations, and data gathered from assessments. Teachers will guide investigations and inquiry to teach earth, physical, and life science based on the performance indicators. We will continue to use non-fiction resources to support literacy through reading and writing. Project based learning with non-fiction text. Differentiated instruction based on the needs of students in general education, special education and ELL. Special education students will receive instruction based on their IEP's to include investigations, explorations and resources that are appropriate to their needs.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Title I, Title III, Contracts for Excellence
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Unit exams will be given every six weeks as aligned with all other content areas. Lab reports to determine mastery of content and investigative skills and processes. Science projects for all grades once a year.

**Subject Area**  
(where relevant) :

**Parental Involvement**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2010, 95% of students will perform at or above grade level on the NYS Science test.  By June 2010, 100% of students will be involved in inquiry based learning to support academic achievement in Science.
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Progress reports will be sent home on a quarterly basis between report card intervals to inform parents and students of their progress towards proficiency and mastery of performance indicators as aligned with assignments. Regular mass communication through the use of phone blasts of important events and notifications. CHCF will continue to provide parent workshops on a range of topics to include curriculum, testing, social/emotional development of the adolescent child and other topics of interest. CHCF also provides families outreach for students who have low attendance rates to ensure student attendance improves. COMP2KIDS to offer families workshops that educate them about the world of computers, learn to navigate the internet to support their access to resources and protect children from harmful situations, and open their own email accounts, and provide another means of communication with the school. Curriculum workshops for families provide parents with an understanding of the expectations of all content areas, and other related topics leading towards their child's academic success.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1 , MSI</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance sheets and agendas from Parent Teacher Conferences, Open Houses, School Forum, requests for family support services. Attendance from family workshops, job training, parenting workshops, and curriculum workshops.</p>

**Subject Area**  
**(where relevant) :**

**Inquiry Teams**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To expand the inquiry based process to develop and use action research to intervene with our special education students, ELL students and entire school population by creating pods of teachers and students.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7	82	97	32	40	27	5	15	
8	67	54	37	30	32	7	25	90
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Students involved in the academic services include guided reading, Wilson and small group instruction. Skills and strategies were taught and reinforced based on their instructional level and performance indicators not mastered.</p>
<p><b>Mathematics:</b></p>	<p>Small group instruction and guided math groups supported the students who lacked in skills. Students used materials that matched their needs according to the performance indicators and strand in the mathematics curriculum.</p>
<p><b>Science:</b></p>	<p>Small group instruction for our 8th graders include test sophistication, lab work and completion of exit projects.</p> <p>Small group instruction for our 6th and 7th graders to include lab work and content specific work.</p>
<p><b>Social Studies:</b></p>	<p>Small group instruction for our 8th graders will include DBQ analysis and review of previous content taught. Students will also be supported in their exit projects in groups of 10 to support understanding and completion of projects.</p> <p>Small group instruction for our 6th and 7th graders to include additional support on exit projects, content area reading and special projects.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Peer mediation, individual and group counseling will support our students' social and emotional needs. Students will be involved in various CBO's to address behavioral, attendance, emotional and academic needs.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>One-on-one counseling for students in crisis</p> <p>Group counseling for students in crisis.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Small group and individual counseling will be provided to students who have behavioral, emotional and academic concerns. Students will be involved in leadership skills, empowerment and grief groups.</p>

**At-risk Health-related Services:**

CBO will work with students on health related issues

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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### **Language Allocation Policy Team Composition**

#### **Angelo Patri Middle School**

Pedro Santana, Principal  
Graciela Abadia, Assistant Principal Bilingual/ESL Education  
Assistant Principal Science and Mathematics  
Craig Pinckney-Lowe, Literacy Coach  
Dawn Verhille, Math Coach  
Sarah Sosbe, Lead Teacher, Data Specialist  
Lisa Liriano, Parent Coordinator  
Letitia Laberee, ESL Coordinator  
Silvia Thurn, ESL Teacher  
Sandra Thomas, Parent

The Language Allocation Policy Team at The Angelo Patri Middle School embodies the educational, cultural, and linguistic diversity found within the population of students and staff in our community. ESL and content area teachers, the parental liaison, a data specialist as well as the administration are represented. Demographic, formal and informal assessment and socio-economic data was utilized in the formulation of the following educational plan. The decisions made by this committee carefully balance the complexity of needs of our ELL population with the New York State mandated services guidelines.

We have 3 certified ESL teachers, 2 certified Bilingual teachers, 1 certified foreign language teacher, 2 content area teachers with bilingual extensions and 2 teachers of ELLs without ESL or Bilingual certification.

### **Current ELL Instructional Program**

Current ELL Instructional Programs are: English as a Second Language (ESL), and Transitional Bilingual Education (TBE). Students in the ESL program receive instruction in English. Units of study for each student are determined by the New York State Commissioner's Regulation Part 154. Students in the beginning and intermediate levels of proficiency receive 90 minutes of ESL instruction daily; students at the advanced level of proficiency receive 45 minutes of instruction daily. The goals of the program are as follows:

- To achieve English language proficiency in three years through data driven instruction, differentiated instruction, and after school programs.
- To incorporate ESL instruction and methodologies into literacy, mathematics and content area components of instruction.
- To aid students in attaining on grade performance levels for the city and state.

Students in the TBE program receive their content area instruction in English and Spanish, and English is taught as a second language. ELLs are expected to build academic skills in their native language and subsequently transfer these skills in the acquisition of the second language. The language of instruction allocated for each student is determined by the English proficiency level of the student. The goals of the TBE program are:

- To attain English proficiency and meet the expectations held for all students regarding the state academic content achievement standards.
- To incorporate ESL strategies and methodologies into literacy, mathematics and all content area subjects.
- To achieve English language proficiency within three years through data driven instruction, differentiated instruction and after school programs.

Students who are considered Long Term ELLs, and who are currently in the TBE classes continue to receive ESL services. In addition, these students are eligible to participate in ESL after school programs as well as receive AIS services in order to enhance their basic skills.

The Angelo Patri Middle School 391 has a sixth grade bilingual special education class. These students receive ninety minutes of ESL instruction daily. ELL students in special education classes other than bilingual special education receive services, which utilize Achieve 3000 or Lexia Learning software packages monitored to meet their individual needs. Special education classes consistently use books on tape/cd for literacy development for the ELLs.

Students in TBE classes who reach proficiency in English are transitioned into monolingual classes and continue to receive ESL services for one year after their transition as well as extended time and separate setting for New York State standardized tests.

ESL students, who are in monolingual classrooms, receive extra support in literacy and language development so that they are able to meet grade level standards. The extended day period is utilized for small group instruction of this ELL population.

In addition, students participate in a test sophistication program in order to familiarize themselves with the ELA examination.

The 2009-2010 English as a Second Language / Transitional Bilingual (ESL/TB) Program is organized to service the diverse needs of our students. Based upon the language assessment of the NYSESLAT, Visions, Lab-R and teacher evaluations, students were placed in a basic, intermediate or advanced level classes. Along with the TB classes, ESL classes were block scheduled.

The curriculum was created around the Heinle *Visions* program. This approach to language acquisition infuses all four modalities of listening, speaking, reading and writing into each lesson. The Language Lab provided a venue for small group supplementary instruction utilizing Rosetta Stone, Achieve 3000, Lexia Learning, and Accelerated Reader software as well as access via the internet to numerous interactive language learning tools.

Saturday Test Prep Academy provided additional academic intervention in small groups. The focus of the academy was the preparation of the students for NYS assessments in ELA, Math and NYSESLAT. Students in grade eight also received instruction in Science and Social Studies.

Los Cumbancheros, a performing vocal and percussion group, instructs ELL students in English through music. This group travels to numerous locations to perform in English and Spanish. Their audiences have included Hillary Clinton, Adolfo Currión, and the last seven mayors and school chancellors of New York City. Three eighth grade students are candidates for the Celia Cruz High School of Performing Arts. The students build self esteem while performing in addition to expanding their vocabulary, musical knowledge and have the opportunity to interact in a variety of social situations.

UFT Young People's Academy, a SES provider, offered after school reading and math tutoring for our ELLs. Each student received an individualized learning plan and was placed in a small group of 4-8 students for personal attention. Parents received regular progress reports.

Angelo Patri was the recipient of a New York City ELL Success Incentive Grant. The objective of this funding was to enhance student achievement by strengthening English and Native Language skills, to provide professional development for teachers and to assist with parenting skills and citizenship.

An ESL consultant was hired to work specifically with the ELL Grant students. Achieve 3000 software was purchased in addition to 20 laptop computers and a mobile cart.

To fulfill the component of the development of Native Language arts among our students we started an after school Spanish language enrichment called Mi Familia. In this program students are asked to research their family roots and backgrounds using the internet, books and oral history. This information is compiled and written in Spanish and published in book form. With the assistance of Fordham University, our POS, we are researching different models and materials to enhance our Native Language Arts.

To strengthen the English Language Arts among our second language learners in 2006 we established Las Voces as an after school program. Students read and write poetry and prose in English. The students then perform and produce a multimedia CD of their work.

Our TBE classes have English and Spanish books for the content area libraries in each classroom. There is a generous selection of both English and Spanish literature as well as English/Spanish glossaries and pictorial dictionaries which are used regularly by our ELL students.

The French speaking students have at their disposal French/English glossaries and dictionaries. We have received additional literature for our students speaking French.

To provide the staff with professional development experiences, weekly meetings are held with all ESL/TB teachers. Our teachers have had the opportunity to receive Professional Development for the *Visions* curriculum and its implementation, Achieve 3000, identifying learning disabilities, QTEL introduction, Engrade, and Lexia Learning, and the use of strategies to support ELL instruction. During the school year we also have professional development for all staff members about ESL instruction and to incorporate the strategies into content areas to support our ELL students. The professional development includes the assistant principals, teachers, paraprofessionals, guidance counselors, content area teachers, parent coordinator, SBST and other support staff. Included in this training will be the Jose P training which is mandated by the DOE. These workshops will be given to all staff members and sign in sheets will be used to record attendance.

Community Involvement workshops have been held on Parental Responsibilities – Immigration, A Bronx Health Fair, The Legal System, and interactive computer learning class “Helping your Child Do Well on The NYS Math Test.

As a department we have given our ELL students numerous opportunities to expand their vocabulary. Monthly vocabulary competitions amongst the ESL/TB classroom are held. Incentives and rewards are given to the highest scoring class of the month. Also students enhance their vocabulary through experiential learning beyond the classroom. To begin the year we celebrated the accomplishment of our ELLs with a Promotion Ceremony. We had parents and students arrive for a fall breakfast and each student who advanced a level (according to the NYSESLAT) received a certificate. The students who reached proficiency were also recognized with a special gift. In December, our ELLs attended the Holiday Spectacular at Radio City Music Hall. To celebrate the Hispanic heritage of our ELLs an excursion to the Hostos Art and Cultural Centre was taken to experience live Dominican music.

This spring there will be a grade social studies based field trip to Ellis Island to research immigration. Later in May we have an academic family day scheduled to compliment the 7<sup>th</sup> grade science curriculum. This trip for students and their families will be to Herkimer Diamond Mines for an authentic geological hands-on experience digging for “diamonds”. In addition the Hudson River ecosystem will be explored from the decks of a river boat to compliment the science curriculum.

## **ELL Demographics**

The breakdown of the number of ELL's students are as follows:  
102 students are in Transitional Bilingual Classes,  
99 students receive ESL and  
17 students are ELL's with IEP's.

### ***Percentage ELL of School Population***

<b>Total Number of Students in School</b>	<b>Total Number of ELLs</b>	<b>Percentage of School Population that are ELLs</b>
714	218	30%

### ***Number of Years in ESL***

<b>Number of All ELLS</b>	<b>218</b>
<b>Number of SIFE</b>	<b>20</b>
<b>Number of newcomers</b>	<b>73</b>
<b>Number of ELLs in years 4-6</b>	<b>48</b>

## **Intake Process- Parental choice**

When all new students are registered the parent or guardian completes the Home Language Survey. If deemed appropriate, an interview is conducted in Spanish, French, or via telephone translation to determine the students first language usage in the home and previous educational experiences. The ESL coordinator, who is responsible for the process, then verifies if Lab-R testing is necessary for possible ESL/TBE services. The parents then view a video outlining the three options available to them. Following this, the parents have all questions and concerns answered enabling them to make an informed choice in the best interest of their children. The parents complete the parent survey and program selection form. If no selection is made a TBE class is assigned as the default selection. The entitlement letters are distributed by the ESL coordinator and the pupil personal secretary supports the assurance that Parent Surveys and Program Selection Forms From the Parent Surveys we are able to align parent requests for TBE, Bilingual, and Freestanding ESL.

For parents who choose the Dual Language option, a list of schools in our area who offer this program is made available.

Within 10 days the student is given the LAB test and the LAB-R if Spanish dominant. A letter is sent to the parent/guardian with the placement information.

For parents who are unable to view the video The Angelo Patri School provides open house days for the parents of ELLs to become informed on the options available for their children. In addition to the open house days, parents are individually invited to attend a breakfast meeting to gather more information regarding program choices.

The parent choice survey and program selection forms for the past few years indicate that the parents have requested ESL and TBE programs. Angelo Patri offers both TBE classes and ESL services as requested by parents.

SIFE students are identified at time of registration by means of the interview. Angelo Patri is researching the professional development for ALLD training to identify SIFE students.

### **Home Language Breakdown and ELL Programs**

<b>Language</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total</b>
Spanish	101	99	149	349
Chinese	0	1	0	1
Bengali	0	2	3	5
Haitian Creole	1	0	0	1
French	0	2	2	4
Other	6	7	4	17
<b>TOTAL</b>	<b>108</b>	<b>111</b>	<b>158</b>	<b>377</b>

## **Assessment Analysis**

**Overall NYSESLAT Proficiency Results**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total</b>
<b>Beginning</b>	7	13	12	33
<b>Intermediate</b>	11	18	13	43
<b>Advanced</b>	28	26	19	75
<b>Total Tested</b>	46	57	44	151

***Language Proficiency Levels, TBE***

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total</b>
<b>Beginning</b>	14	24	14	52
<b>Intermediate</b>	5	14	12	31
<b>Advanced</b>	9	5	8	22
<b>Total Tested</b>	28	43	34	105

***Language Proficiency Levels, Freestanding ESL***

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total</b>
<b>Beginning</b>	6	6	2	14
<b>Intermediate</b>	5	13	8	26
<b>Advanced</b>	15	19	16	50
<b>Total Tested</b>	26	38	26	90

Assessment of the NYS English Language Arts exam ELLs in TBE and ESL classes

<b>Grade</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Total</b>
<b>6</b>	0	20	13	0	33
<b>7</b>	1	36	2	0	39
<b>8</b>	0	28	11	0	39

Assessment of the NYS Math Exam – ELLs

<b>Grade</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Total</b>
<b>6</b>	1	10	22	5	38
<b>7</b>	8	22	19	1	50

8	3	18	21	1	43
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Assessment of the NYS English Language Arts exam Freestanding ELL's

Grade	Level 1	Level 2	Level 3	Level 4	Total
6	1	10	7	0	18
7	0	8	1	0	9
8	0	7	0	0	7

Assessment of the NYS Math Exam Freestanding ELL's

Grade	Level 1	Level 2	Level 3	Level 4	Total
6	1	5	12	0	18
7	2	6	1	0	9
8	1	6	1	0	8

1. The following patterns were noted in a review of the results from the four tested modalities:
  - In grades 6, 7, 8 the highest scores obtained by the students were in the Listening and Speaking components of the NYSESLAT.
2. The implications for Angelo Patri's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments such as LAB-R, CTB, Harcourt Interim Assessment, and teacher assessment.
  - In implementing our "Visions" based modified balanced literacy curriculum our emphasis is to provide speaking, reading, writing and listening to enable our students to make marked achievements on the NYSESLAT.
  - We provide academic intervention services (AIS) for those students who show a need, through data analysis, on a daily basis. Specialty teachers push-in to individual classes and work in small groups with students who need improvement.
  - We provide an after school program for ELLs to strengthen their language skills through writing and oratory practice. *Las Voces*, focused on the needs of our students through a highly individualized program. Each of the students used writing, public speaking, audio and video recording and editing to present their works of original poetry and prose. We also have IEP, an SES provider, work with our ELL students in content area and inquiry based science activities.
  - We provide a test sophistication program to help prepare students to take the NYSESLAT. Students are provided with materials and activities that help them to familiarize themselves with the NYSESLAT format and subject matter.
  - We provide ESL professional development for all teachers on a formal and informal basis. Individual conferences are frequently scheduled on an as-needed basis. Study groups are held throughout the year to read and discuss various ESL content related books. Technology training and support are provided on an individual basis for all teachers.
  - Bilingual students have the opportunity to participate in *Los Cumbancheros*, a vocal and percussion music program. Its objective is to provide supplemental services to at-risk ELL students to keep them in school. *Los Cumbancheros* teaches students music theory through ESL.

### **Instructional Program Component for ELLs**

1. English as a Second Language (ESL) instruction for all ELLs are required by CR Part 154:
  - Beginner: 360 minutes of ESL instruction per week through content area using ESL methodology.
  - Intermediate: 360 minutes of ESL instruction per week through content area using ESL methodology.
  - Advanced: 180 minutes per week of ESL instruction through content area using ESL methodology. Although we are mandated to 180 minutes per week, we have our advanced ELL students receiving 360 minutes of instruction as part of our block scheduling.

Students in grades 6-8 are placed into leveled ESL classes for 90 minutes per day. Grouping students by level and not grade allows for intensive language development. This ESL classes use "Visions" ESL program, within a modified balanced literacy framework. The use of this program, as well as elements of the workshop model, provide scaffolded instruction in phonics, word study, grammar, reading strategies, genre studies, shared and interactive writing, and application of the writing process. Implementing these strategies and program components cultivates the development of academic language skills for ELLs. Teachers in these ESL classes also incorporate the ACHIEVE 3000 and ELLIS software program which targets building all four modalities of language.

For continuing transitional support for our ELLs who have reached proficiency on the NYSESLAT is to remain in an ESL class for one year followed by push-in support for year 2.

## 2. Language Usage Guidelines for TBE (Spanish/English)

- Beginner: 60%/40%
- Intermediate: 50%/50%
- Advanced: 25%/75%

The native language is used in all content areas in the TBE classes. The intention is to build conceptual knowledge and skills in the students' native language to aid the transfer of these skills into English.

### **Model Program Description**

#### **English as a Second Language(ESL) Program**

The mission of the staff, parents, and students of Angelo Patri is to create a structured learning environment, nurturing and flexible in meeting the needs of all students. We will strive to provide meaningful lifelong learning experiences that will enable all students to meet high standards. We offer our ELL students ESL services through a push-in/pull-out model. In this program, the ESL and classroom teachers meet on a regular basis to plan instruction and analyze students' performance. They determine the specific needs of each ELL from various sources including NYSESLAT, ACHIEVE 3000, Fountas and Pinnell, LAB-R, CTB, Harcourt Interim Assessment, and teacher assessment. This team develops an action plan to best implement success strategies for the students. Each of the four ESL modalities are reviewed with various strategies developed to facilitate language acquisition which include scaffolding techniques such as modeling, bridging, contextualization, schema building, text re-presentation and metacognition. Emphasis is placed on vocabulary development as well as utilization of realia, and visual aids.

ESL and bilingual teachers meet weekly to discuss and exchange ideas on how best to implement ESL strategies and methodologies into the language experience. Instructional practices are aligned with the expectations and mandates of the No Child Left Behind Law, New York State ESL Standards and New York City ESL standards.

As per CR Part 154, The Angelo Patri Middle School 391's ESL program is geared to work intensively to ascertain that the ELLs at our school are given meaningful access to a rigorous academic program. Our goals are to insure that each student will achieve language proficiency within three years and exceed requirements as mandated by the State Education Department of New York.

### **Program Model Description**

#### **Transitional Bilingual Education (TBE)**

As in the ESL program, the mission of the staff, parents, and students of Angelo Patri is to create a structured learning environment, nurturing and flexible in meeting the needs of all students. We strive to provide meaningful, lifelong learning experiences that will enable all students to meet high standards. We offer our bilingual students standards-based subject matter instruction provided in the student's native language with intensive support in ESL. As ELL's English proficiency increases, so does the amount of time students are taught in English. English proficiency is accelerated through ESL, and ELA. All TBE teachers meet on a regular basis to plan instruction and analyze student performance. They determine the specific needs of each student from state and teacher assessments. This team develops an action plan to best implement successful strategies for the students. This planning includes ESL components to develop skills in understanding speaking, reading, writing, and communication in English and content area instruction in the native language.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII - A (1)(a)**

**Grade Level(s)**

**6-8**

**Number of Students to be Served:**

**LEP 175**

**Non-LEP 525**

**Number of Teachers 7**

**Other Staff (Specify) 0**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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The Anglo Patri Middle School 391 language program for ELL's is various. Our school has one bilingual class for each of our 6th 7th and 8th grade and for Special Education we have one bridge class for grades 7 and 8. Our ESL program structure has one homeroom class per grade for all content areas with the exception of ESL. Our ESL program is homogeneously grouped in a two period block daily based on NYSESLAT proficiency levels.

The workshop model of instruction along with VISIONS curriculum materials are used for ESL instruction. Through interim assessments, the ELL department is able to determine if students need to be moved from their current level. Once budget status has been determined, newcomers will continue to be involved in a special program, Los Cumbancheros, which integrates music theory, percussion and chorus into their method of language acquisition.

The ELL students in the 6th, 7th, and 8th grade ESL classes are instructed in English, while all of the bilingual class students are instructed in both English and Spanish based on NYS guidelines. All bilingual classes have Spanish language curriculum materials in social studies and science which conforms to NYC and NYS standards. Computer technology supports students language acquisition and language development. The ELL department uses Achieve 3000 and Rosetta Stone. ELL students will also receive Scantron and Acuity assessments to support the differentiation of instruction for all students.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Professional development for the teachers include weekly meetings to discuss the delivery of instruction and services to the LEP students. During these meetings, teachers analyze data to determine what the needs of the students are and how to differentiate instruction, discuss the use of VISIONS, Achieve 3000, and how to best meet the needs of students. Teachers also focus on how to use the standards and performance indicators to differentiate instruction. There is also conversation and professional development around learning ESL strategies to incorporate in their teaching. Teachers will be using Renzulli to assess student learning styles and will continue to explore how to use Renzulli and link student learning styles to specific activities. Professional development will also continue to include goal setting, classroom environment, establishing systems and structures in the classroom, teaching Math, Science and Social Studies to English Language Learners looking closely at language development. We will expand teacher involvement in QTEL professional development, BETAC through Fordham University and other activities that have been afforded by the DOE.

### **Form TIII – A (1)(b)**

**School: Angelo Patri Middle School 391**  
**BEDS Code: 321000010391**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$2,225.00	10 hours for 10 staff members @ \$22.25 for professional development in ESL strategies for instruction., this will also include ELA test taking strategies for ELL students.
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0	We are not using any contractual curriculum development staff at this time.
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$451	Supplemental libraries in content areas
<b>Educational Software (Object Code 199)</b>	\$2000.00	Language Development Software and Achieve 3000 contract
<b>Travel</b>	\$1600.00	Transportation for trip to Herkimer Trip that is science related.
<b>Other</b>	\$0	N/A
<b>TOTAL</b>	<b>\$6276</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

When students are admitted and enrolled in our school, parents and families complete a home language survey to determine primary language. Students and families are also interviewed when first registering. The purpose of the home language surveys and interviews are to ensure we have accurate information to lead us towards obtaining the appropriate written and oral translation interpretation needs of our families.

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

The findings of our schools written and oral interpretation needs include the need for information to be translated in writing and/or in oral translations for the following languages: Afrikaans: 3 parents, Bengali: 5 parents, French: 4 parents, French-Haitian Creole: 1 parent, Fulani: 1 parent, Ga: 2 parents, Mandarin: 1 parent, Mandinka: 2 parents, Soninke: 1 parent, Spanish: 349 parents, Twi: 4 parents, Vietnamese-Chinese: 1 parent, and Wolof: 2 parents.

### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The translation services at the school will provide the necessary documents from the DOE website in the languages that our school needs. Translation and oral interpretation services will be made available by reaching out the ISC for support during parent teacher conferences and other formal and informal meetings throughout the school year. We also have support from our Parent Coordination for translation letters in Spanish and teachers who can support us in our efforts to reach out to our families. Some of our staff members are fluent in French which will also provide support for the school and families to communicate effectively. The information, Parents Bill of Rights, interpretation signs and safety plan procedures are provided through oral and written translations via meetings, documents sent home and documents provided at the school. Interpretation signs will be made available in various locations throughout the school for parents to view upon entry and in the main office.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The oral interpretation services the school will provide is by obtaining outside contractors as needed along with school staff and the Parent Coordinator. We have members of our school community who can support our oral translation in French, Spanish and dialects of Africa.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Angelo Patri Middle School 391 will fulfill Section VII of Chancellor Regulations A-663 regarding parent notification for translation and interpretation services by using the ISC and the DOE website to obtain documents for families and students in their primary language. We will supply parents with a copy of their Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will also have safety plan procedures available for the parents.

Documents will be available for parents in their primary language to support their integration into our school community and to open the doors for our families to continue to support academic success. We will also have interpretation signs in primary languages of the families of our school community with information regarding the availability of interpretation services in their home language.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$825,069	\$44,677	\$869,746
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,251		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$447	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$41,254		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2,233	
6. Enter the anticipated 10% set-aside for Professional Development:	\$87,215		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$15,777	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
86.1%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. Teachers will be supported financially to take the required exams to become highly qualified. Teachers will also receive professional development to support them in attaining highly qualified status.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The Angelo Patri Middle School will support parents and families of Title 1 students by:

1. providing materials and training to help parents support their students academic growth in core content areas
2. sharing information through parent meetings, phone blasts, and open houses, PTA meetings to ensure that parents can effectively support and monitor their child's progress;
3. providing assistance to parents in understanding City, State and Federal standards and assessments;
4. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
5. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

In developing The Angelo Patri Middle School, 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 Angelo Patri Middle School 391 will:

- \* actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- \* engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- \* ensure that Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- \* support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- \* maintain an Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- \* conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- \* provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- \* host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- \* schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- \* translate all critical school documents and provide interpretation during meetings and events as needed: and

\* conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

The Angelo Patri Middle School 391 will further encourage school-level parental involvement by:

\* holding an annual Title I Parent Curriculum Conference;

\* hosting educational family events/activities during Open School Week and throughout the school year;

\* encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher association) and Title I Parent Advisory Council;

\* review the Angelo Patri Middle School Parental Involvement Policy at the first PTA meetings which is scheduled in October and again at the end of the school year to determine what needs to be revisited for the following school year.

***Explanation*** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The Angelo Patri Middle School 391 will:

\* Provide high-quality curriculum and instruction in a supportive and effective learning environment that will enable students to meet the State's standards as follows: school wide curriculum that is standards based using the performance indicators, inquiry based learning, small group instruction, extended day and Saturday school.

\* Hold parent-teacher conferences twice during the school year and progress reports will be distributed between report cards to keep parents informed of student mastery. Individual conferences will also be held with families as seen fit.

- \* Provide parents with frequent reports on their children's progress. Specifically the school will provide reports as follows: Progress Reports, Engrade, Unit Assessments, and Scantron Results.
- \* Provide Parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: by appointment, via contact with the Parent Coordinator and via telephone conferences.
- \* Involve parents in the planning, review and improvement of the school's parental involvement policy, in a organized, ongoing and timely way.
- \* Hold an annual meeting to inform parents of the school's involvement in Title 1, Part A programs, and to explain the Title 1, Part A requirements and the rights of parents to be involved in the Title 1, Part A program. The school will meet with parents and will offer additional parental involvement meetings, such as in the morning and evening, so that as many parents as possible are able to attend.
- \* Provide information to parents of participating students in an understandable and uniform format, in a language parents can understand.
- \* Provide to parents of participating students' information in a timely manner about Title 1, Part A programs that includes description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.
- \* On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any suggestions as soon as practically possible.
- \* Provide to each parent an individual student report about the performance of their child on the State assessments in at least Mathematics and English.

The Parents of the Angelo Patri Middle School 391 will:

- \* Monitor our child's attendance
- \* Ensure homework is completed
- \* Monitor the amount of television our children watch.
- \* Volunteer when visible in our child's classroom
- \* Participate, as appropriate, in decisions relating to our child's education.
- \* Promote positive use of our child's use of extracurricular time.

\* Stay informed about our children's education and communicate with the school by promptly reading all notices from the school.

\* Serve, to the extent possible, on policy advisory groups.

The Students of the Angelo Patri Middle School 391 will:

\* Do our homework and projects everyday and ask for help when needed.

\* Read a minimum of 30 minutes a day outside of school time.

Give to our parents or guardians all notices and information received from the school.

\* Ask teachers for help when we are confused about our assignments or need to speak with them when we are having difficulty in any of our content area subjects.

\* Reach out for guidance when we are unable to manage ourselves in an effective and positive way.

\* Maintain ourselves in a respectful manner at all times and practice the RAMS - Respect, Accountability, Maturity, Success, in our daily lives.

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

### **See Section IV**

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Students will be provided an opportunity to meet the State's proficient and advanced levels of academic achievement through rigorous curriculum in all content area. Students who are Level 1 and 2 will receive Academic Intervention Services through Extended Day in all content area and for all grades.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Students will be provided the opportunities to meet the State's proficient and advanced levels of student academic achievement through a standards based curriculum that address the performance indicators in all content areas.

- o Help provide an enriched and accelerated curriculum.

Students will be exposed to inquiry based learning that is based in Science, Math, and Technology and will be exposed to various learning activities to help them achieve mastery. To support an enriched and accelerated curriculum we are involved in a pilot program in ELA (College Board Springboard) The school will continue to have extended day and after school programs to focus on academic achievement and social/emotional development.

- o Meet the educational needs of historically underserved populations.

We will continue to offer guidance services through Turnaround for Children, CHCF, Astor Guidance, our guidance counselors and SBST social workers, guidance staff and school psychologist. Academic Intervention Services will be provided to students who are Level 1 and Level 2 through small group instruction, Guided Reading, and technology based learning programs.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

We will be continuing our work with the STEPS program that focuses on our seventh grade students incorporating career awareness and making wise choices about the high school selection process.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

We will continue to hire certified teachers in their licensed subject area and ensure that teachers who need to become Highly Qualified are supported by the school. Professional development will continue to be a mainstay of the school and teachers will participate in the activities that will improve their instruction and understanding of the standards.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

High quality on going professional development occurs school wide in all content areas. School wide professional development includes but not inclusive of curriculum and instruction, goal setting for teachers using the California Standards, goal setting for teachers for students using relevant data (both formative and summative), goal setting for setting based on performance indicators per indicators per unit of study, curriculum design using the standards and performance indicators to guide work, establishing and maintaining effective instruction in the classroom, establishing and maintaining effective classroom environments to ensure engaging instruction. These topics of professional development include general education, special education and ELL teachers and ed assistants. Teachers, administrators, and other staff have will participate in various DOE professional development activities, UFT Teacher Center professional development and on-going work with consultants to improve the quality of teaching and learning.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

To attract high-quality teachers to high-need schools. To attract high-quality teachers to high needs school we will participate in job fairs and potential candidates will visit and tour our school, participate in a rigorous interview process and when applicable, model lessons.

6. Strategies to increase parental involvement through means such as family literacy services.

To increase parent involvement we will continue to have workshops on the high school process, curriculum workshops, state assessment workshops, adolescent issues and concerns, and how to support their child's academic success.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**n/a**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

During common planning professional development teachers, administration and coaches will review curriculum to determine the types of formative and summative assessments that need to be provided to assess student learning and mastery of the performance indicators by content. We will continue to use Acuity and Scantron as a means of assessment. The Math department has created their own DYO based on strands and performance indicators to assess student mastery. During common planning professional development by content and grade level, teachers, coaches an administration will analyze and discuss findings from data to determine next steps in differentiating instruction to meet individual student needs.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Formative and summative assessment will help teachers determine what indicators students are having difficulty mastering. Instruction will be adjusted to ensure student needs are being met. Students having difficulty mastering the proficient or advanced levels of academic achievement standards will receive academic intervention services based on their identified needs in all content areas. Small group instruction, guided reading, extended day are some of the forms of additional assistance they will be provided.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Health classes are provided for all grades. Character education teach social emotional development. Our CBO's teacher peer mediation conflict resolution and other aspects of social emotional growth.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

**n/a**

2. Ensure that planning for students served under this program is incorporated into existing school planning.

**n/a**

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

**n/a**

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

**n/a**

c. Minimize removing children from the regular classroom during regular school hours;  
**n/a**

4. Coordinate with and support the regular educational program;  
**n/a**

5. Provide instruction by highly qualified teachers;  
**n/a**

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
**n/a**

7. Provide strategies to increase parental involvement; and  
**n/a**

8. Coordinate and integrate Federal, State and local services and programs.  
**n/a**

**(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.*

**NCLB / SED Status:**

**Restructuring - Year 2**

**SURR Phase / Group (If Applicable):**

**English Language Arts**

**Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

The school was identified in ELA and we believe the academic issues are related to our need to reexamine our curriculum to include additional assessments, both formative and summative, at increased intervals. This will avail us much needed data to modify and adapt instruction to meet the individual needs of our students. In using more focused and planned assessments, we will be better able to support our students academically. Another aspect of improving academic achievement is to have additional resources available for our students that are specific to their grade level. We are piloting Springboard, College Board curriculum for grade 7 and 8 and grade 6 will be in year two of the Voices Character education program. We will also have consistent goal setting for our teachers and students that is realistic to meet the needs of our students.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

In order to improve student achievement in ELA, we will continue to use the school designed curriculum that is standards based and project based. The performance indicators are the focal point of teaching and learning for grades 7 and 8. For grade 6, we will use the Voices program for the second year. In order to address the needs of our students, we will have AIS teachers and guided reading specialists working with students who have difficulty mastering the performance indicators. We will also be incorporating additional formative and summative assessments throughout the units of study to identify students who are below grade level and who need additional support. We will be using

Renzulli school wide as a means to better determine student learning styles and modify/adapt curriculum to meet their needs. Another key factor to improve academic achievement in ELA is to supply ample and appropriate resources for our students. Looking closely at reading levels from various assessment tools will help teachers select materials that is appropriate for their students. We will also be revisiting the goal setting process for teachers with students to make it consistent throughout the school and through the content areas. To support academic achievement in ELA, we will be incorporating a pilot program, College Board Springboard and will also be involved in the Striving Reader Grant that will offer additional supports for students who are 2 grade levels below.

## **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The professional development that will be afforded to our staff will include, but not limited to, an in-depth focus on differentiation of instruction, data analysis to further support teacher understanding of how to modify and drive instructional and planning and how to modify and drive instruction and planning and how to modify curriculum to address student needs. We will also continue to explore the California Standards to support teachers in the goal setting process to improve their instruction, leading towards improved student achievement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers and two year teachers will continue to be supported by mentors and consultants and work closely with the Literacy and Math coaches. Professional development will include intervisitations, feedback sessions, formal and informal observations and common planning meetings by content grade level.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Letters will be sent to the parents of our school to inform them of our status translated in languages that meet the needs of our families.

## **APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

### **Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

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### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

#### ***1A. English Language Arts***

##### **Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New

York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

**-Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

**-Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

**-Taught Curriculum.** The Surveys of Enacted Curriculum (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

### **-English Language Learners.**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

Through an examination of our current curriculum we recognize that we have a NYS Standards/Performance Indicator based curriculum that addresses the reading, writing, listening and speaking standards by grade. In grade level meetings we discussed the need to look at the standards from previous years and take into consideration the standards from previous years to make sure we are scaffolding our instruction to meet the needs of all students.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that dispels the relevance of this finding is that we have a curriculum that is based on grade appropriate state standards and performance indicators. The curriculum project based by units of study, incorporating both non-fiction and fiction materials to support a wide range of reading and supports all ELA modalities. We have weekly grade level meetings to support teacher understanding of state standards and performance indicators as well as discuss the need to use additional materials that meet the needs of our students. The evidence that supports the relevance of these findings is that we need to continue to address differentiated instruction, differentiated resources to meet the needs of our students and ensure that our students are immersed in the content to ensure in-depth learning occurs.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We plan on addressing these issues by offering increased professional development on differentiation of instruction and in-depth questioning and inquiry. We will also refine our systems to help teachers access appropriate resources for students. Formative and summative assessments will be further integrated in the curriculum in both reading and writing to better help teachers modify curriculum to their students.

**1B. Mathematics**

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

#### Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

#### Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

As a result of these findings, grade level teams met to determine how to modify and adjust instructional practices to ensure the individual needs of students are being met.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that dispels the findings is that we have shown an increase in student engagement as a result of project based units of study. The units of study are based on the NYS Standards using the performance indicators, using literature from many different genres and at some level of student accessibility. We do not use worksheets to instruct our students. The evidence that supports the relevance of the findings is that some of our teachers rely on "front of the classroom" teaching rather than inquiry based instruction.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to conduct informal and formal observations to ensure teachers are using the workshop model and students are engaged in their learning. We will also have on-going professional development to support goal setting, differentiation of instruction, strengthening balanced literacy, especially guided reading, and meet with teachers during grade level meetings with a continued focus on student engagement to support student achievement. We will also use Scantron data to better help teachers access materials that best meet student needs.

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## 2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

<sup>3</sup>To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The ELL department including the staff, assistant principal and ELL coordinator discussed the findings of the audit in regard to professional development opportunities regarding curriculum, instruction and monitoring progress for ELL's.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Some teachers are involved in professional development offerings for students who are ELL's. Teachers have had QTEL training on Native Language Arts instruction for one of our bilingual teachers. We still need more of our teachers to take advantage of the professional development offerings outside of the school.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

As a result of this, the staff will avail itself to the professional development offerings through the DOE and other agencies to ensure teachers are continuing to improve their craft.

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#### **KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The ELL department and administrators discussed the concerns as a result of the audit to determine whether these finding were accurate to our school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Supports Evidence; Data needs to be given to teachers of students in general education classes who receive ESL instruction out side of their classroom. This data will also support the general education teacher the opportunity to differentiate instruction to meet the needs of the ELL students.

Dispel Evidence

Students who are grouped according to result of NYSESLAT for instruction. Students are grouped according to beginner, intermediate and proficient and instruction using the VISIONS program supports their learning. Students are also involved in Achieve 3000 and Rosetta Stone which supports student language development. Students also get assessed using Acuity and Scantron to determine growth in their growth in content areas. In addition students are supported in Language Acquisition through small group and individual instruction. Teachers receive NYSESLAT data by proficiency level as our instructional program is leveled.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Professional development will be available for all teachers who have students that are ELL's. Teachers will continue to learn how to interpret the data provided and address the needs of the students that need additional support in language acquisition. Teachers will also continue to receive professional development to better equip themselves with the strategies necessary to ensure academic achievement for students who are ELL's.

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## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administrative team and the special education department met to discuss the finding of the audit. We had discussions about IEP's and their use in curriculum and instruction and conversations with general education and special education teachers helped us assess the relevance of these findings.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

IEP's need to be shared collectively within the school building to include special education and general education teachers to ensure there is knowledge of the needs of the students. General education teachers need to have a more complete understanding of what the accommodations and modifications for students with disabilities are in order to adapt and modify curriculum to ensure academic success.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Staff reviewed IEP's and determined that they need to be more specific to meet the needs of students.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Special Education teachers need continued support in the writing of effective IEP's.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Professional development will be on-going on how to write effective and detailed IEP's to meet the academic and social needs of our students. We will continue to work with the ISC and OSEI to provide meaningful professional development to ensure IEP's include content specific goals and objectives that are aligned with performance indicators. behavioral goals and objectives and instructional goals and objectives.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### **Part A: For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

The number of student in temporary housing as of 2008-2009 school year is 18.

2. Please describe the services you are planning to provide to the STH population.

In the 2009-2010 school year, students in temporary housing will receive support services through Turnaround For Children, guidance counselors and our CBO's. If students have attendance concerns, we will link the family with CHCF which reaches out to families to offer support in ensuring students attend school regularly. Students will also receive academic support throughout the course of the school day as well as offer after school programs to help students with their academic achievement.

**Part B:**  
**For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.