



**THE ANGELO PATRI MIDDLE SCHOOL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

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

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 321000010391 **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:** GRACIELA ABADIA **EMAIL ADDRESS** gabadia@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Beth Shimkin

**PRINCIPAL:** Graciela Abadia

**UFT CHAPTER LEADER:** Lorraine Herman

**PARENTS' ASSOCIATION PRESIDENT:** Ms. Mosley

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10 **CHILDREN FIRST NETWORK (CFN):** Fordham University

**NETWORK LEADER:** MARGARET STRUK/ANITA BATISTI/Pedro De La Cruz

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Beth Shimkin	Admin/CSA	Electronic Signature Approved. Comments: Approved
Lorraine Herman	UFT Member	Electronic Signature Approved. Comments: Approved
Sandra Thomas	Parent	Electronic Signature Approved.
Elba Tavarez	Parent	Electronic Signature Approved. Comments: Approve Yes
Graciela Abadia	Admin/CSA	Electronic Signature Approved.
Melinda Mosley	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Michelle Jervis	UFT Member	Electronic Signature Approved.
Lisa Whigham	DC 37 Representative	Electronic Signature Approved.
Beatrice Rivera	Parent	Electronic Signature Approved.
Tameeka Moore	Parent	Electronic Signature Approved.

\* 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.

School Vision and Mission

Contextual Information About the School's Community and its Unique Characteristics

We are a school of sixth through eighth grade which is comprised of general education, special education and ELL students. We are rich in culture and community with a diverse cultural and linguistic student population.

Together as a team we spend countless hours discussing the middle school child, the whole child, academic and development needs to move our students' achievement. We have created an environment of safe spaces for students to explore academic and social/emotional issues where the Angelo Patri community members can share, reflect and promote positive learning experiences for all members.

School Environment

Our halls are decorated and there are comfortable spaces in the hallway for learning and interaction amongst students and staff. Lounge areas, couches, photographs and art work adorn the walls making our spaces a warm, inviting setting. The technology lab and laptop carts support our assessment of students through the use of Scantron and Acuity and also lends 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 which is the overarching theme of our school and curriculum. We also added two "Internet Cafes" on two floors for students to do research, write papers, and create projects in all content areas.

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 training for a full-time clinical social worker 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.

We have PHIPPS, which focuses on the music industry, Disk Jockey (DJ) skills, and music development. Global Kids is an organization that is working with our seventh and eighth grade students on high school choice. The other component of Global Kids is to continue our work as a service learning school. These programs provide homework help, tutoring, sports activities, dance, and fashion design.

We also provide several after school programs for our students. The PHIPPS program focuses on the music industry, DJ skills and music development. Global Kids is an organization that works with our

seventh and eighth grade students on high school choice and also runs the Leadership Program, which trains students to coordinate service learning projects. The SCAN and IEP programs provide supplemental educational services to our students. These programs provide tutoring, homework help, sports and activities, and fashion design.

## 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." Pre-populated SDAS data is updated twice yearly. 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>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<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>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		87.4	90.5	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		92.9	92.86	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	232	219	211	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	273	255	226		81.5	84.2	83.1		
Grade 8	247	262	259						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		18	62	TBD		
Grade 12	0	0	0						
Ungraded	3	5	3	<b>Recent Immigrants - Total Number:</b>					
Total	755	741	699	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					37	47	29		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	90	92	89	Principal Suspensions	2	8	TBD		
# in Collaborative Team Teaching (CTT) Classes	18	17	20	Superintendent Suspensions	2	5	TBD		
Number all others	53	67	66						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	63	102	99				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	127	99	97	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	17	47	Number of Teachers	61	64	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	24	24	TBD
				Number of Educational Paraprofessionals	3	4	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	23	30	TBD	% fully licensed & permanently assigned to this school	96.7	100	TBD
				% more than 2 years teaching in this school	62.3	62.5	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	47.5	57.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	75	81	TBD
American Indian or Alaska Native	0.7	0.9	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.3	86.1	TBD
Black or African American	27	27.9	26.8				
Hispanic or Latino	69.8	68.3	69.8				
Asian or Native Hawaiian/Other Pacific Isl.	1.7	2	1.7				
White	0.8	0.8	1.1				
Multi-racial							
<b>Male</b>	51.8	54.1	54.9				
<b>Female</b>	48.2	45.9	45.1				
<b>2009-10 TITLE I STATUS</b>							
<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		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input checked="" type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√	-	-		
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√		-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	√	√					
Limited English Proficient	Ysh	√					
Economically Disadvantaged	√	√		-	-		
<b>Student groups making AYP in each subject</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>0</b>		

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	81.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		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 25% of the Overall Score)	19.7	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	43.6	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	√

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	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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/Teacher 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 your 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?

Based on the most current quantitative data, our school's primary need is raising middle school performance in English Language Arts and Mathematics. At this time our students' performance (based on academic year 2009-2010 data) in mathematics and English Language Arts is:

Grade 6: 30% of our students perform at Level 1 in ELA, 51% at Level 2 16% at Level 3, and 19% at Level 4

20% of our students perform at Level 1 in Math, 52% in Level 2 24% in Level 3, and 4% in Level 4

Grade 7: 40% of our students perform at Level 1 in ELA, 50% at Level 2, 10% at Level 3, and 0 at Level 4

29% of our students perform at Level 1 in Math, 53% at Level 2, 15% at Level 3, and 3% at Level 4

Grade 8: 31% of our students perform at Level 1 in ELA, 55% at Level 2, 11% at Level 3, and 39% at Level 4

29% of our students perform at Level 1 in Math, 47% at Level 2, 15% at Level 3, and 9% at Level 4

The NYS school accountability reports over the past four school years showed continued progress in the three measured content areas (ELA, Math, and Science). Unfortunately in year five, our school did not progress as anticipated due to the new scale score levels that were put in place to demonstrate student achievement. 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 unit exams to assess student need more efficiently, to inform small group instruction and assist differentiation of instruction more effectively. Our goal of reaching AYP in Literacy and Math were not as we liked. In English Language Arts, we did not meet our AYP in any of the subgroups for our school population. In Math, we did not meet our AYP in the

subgroup of our Special Needs group of students. In Science, we were able to meet AYP. As a result, we continue to examine our practice, which in turn should move our students' towards proficiency. One way we are doing this is by consistently assessing the efficacy of our curricula and make adjustments based on those assessments. We recognize the need to include writing and explicit vocabulary instruction in all content areas and have developed a plan to ensure this occurs throughout all core subjects. With a consistent way to learn and examine words, all content areas will be focused on a clear way to explore vocabulary development.

Our strongest and most consistent gains have been in Math over the last four years. In this subject area we have been able to meet test performance criteria for all sub-populations with the exception of our special needs students. This has been primarily due to our focus on designing and implementing a standards-based curriculum that puts an emphasis on targeting performance indicators and interim assessment, which show where our students need work with the most. Through Scantron and unit assessments, we have been able to track the progress and growth of our students more effectively in this area.

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. With the adjustments in State proficiencies levels, our ELA proficiencies dropped. However, when you examine the average scale scores, our students did show a small increase. 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, and analysis of student work in order to diagnose student need more effectively. Much of this work is done through common planning and a focused approach to looking at student work. This has positively impacted the level of teacher practice and the depth with which teachers analyze student work.

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 NYC School Survey for 2009-2010 showed that when compared to other middle schools we are above average in academic expectations, communication, and engagement, according to students and parents. We are average in terms of safety and respect. The amount of parents and teachers showed a significant increase in participation of the survey and the student rate of response only decreased by 4%. The survey has pointed to the need of building teacher capacity and a variety of communication channels to share the schools vision and goals. Through small-learning communities, or PODS, is one way we are trying to improve communication and create more leadership opportunities for teachers.

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. We did not have a Quality Review in 2009-2010, but continue to make adjustments in our planning and instruction to strengthen those key components to ensure academic success for all our students.

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 are learning and applying 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.

## 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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

<b>Annual Goal</b>	<b>Short Description</b>
<p><input type="checkbox"/> In ELA we use Scale Scores rather than levels to measure student gains since this is more closely linked to yearly progress.</p> <p>1. By June 2011, ELA improvement will include 75% of students in Level 1 will increase by 15 points, while the remaining 25% will gain 5 scale score points. 75% of students in Level 2 will increase by 15 points, while the remaining 25% will gain 5 scale score points, 75% of students in Level 3 will increase by 15 points, while the remaining 25% will gain 5 scale score points, and 75% of students in Level 4 will increase by 15 points, while the remaining 25% will gain 5 scale score points, as measured by the New York State exam for <b><u>all subgroups</u></b>.</p>	<p><input type="checkbox"/> 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 subgroups a priority goal for the 2010-2011 school year. We will be using Voices for grade 6, Springboard for grades 7 and 8, Visions for grade 7 and 8 ELL's and ACHIEVE 3000 for grade 6 ELL's</p>
<p><input type="checkbox"/> In Math we use Scale Scores rather than levels to measure student gains, since this is more closely linked to yearly progress.</p> <p>2. By June 2011, 100% of Math improvement will include, 75% of students in Level 1 will increase by 15 points, while the remaining 25% will increase by 5 scale score points, 75% of students in Level 2 will increase by 15 points, while the remaining will increase by 5 scale score points, 75% of students in Level 3 will increase by 15 points, while the remaining will increase by 5 scale score points, and 75% of students in Level 4 will increase by 15 points as measured by the New York State Math Exam for <b><u>all sub-groups</u></b>.</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 instructional planning and grouping of students to meet the needs of all students.</p>
<p><input type="checkbox"/> 3. By June 2011, 100% of our school will 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>	<p><input type="checkbox"/> The Angelo Patri Middle School will create pods of teachers and students to ensure student academic and social/emotional needs are addressed. Through smaller units (pods) within the school, we will be better able to directly affect students through academic and social interventions. All students, special needs, general education, and ELL's) will</p>

	be a part of this process leading towards differentiation of instruction and academic achievement.
<input type="checkbox"/> 4. <input type="checkbox"/> By June 2011, 100% of content areas will develop a comprehensive professional development program, which supports professional training and staff development that is ongoing, planned, purposeful, and collaboratively developed.	<input type="checkbox"/> The Angelo Patri Middle School will provide a comprehensive professional development program based on teacher need, student need and school wide needs to ensure consistency in practice, a basis for common language and lends itself to academic achievement for all students.



## 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 2010-11 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, PLA, 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**

**Literacy**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> In ELA we use Scale Scores rather than levels to measure student gains since this is more closely linked to yearly progress.</p> <p>1. By June 2011, ELA improvement will include 75% of students in Level 1 will increase by 15 points, while the remaining 25% will gain 5 scale score points. 75% of students in Level 2 will increase by 15 points, while the remaining 25% will gain 5 scale score points, 75% of students in Level 3 will increase by 15 points, while the remaining 25% will gain 5 scale score points, and 75% of students in Level 4 will increase by 15 points, while the remaining 25% will gain 5 scale score points, as measured by the New York State exam for <b><u>all subgroups</u></b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></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, Striving Readers, 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, language development.</p> <p>Use vocabulary graphic organizer/word maps.</p> <p>Using VOICES character education curriculum for grade 6 students.</p> <p>Using VISIONS and ACHIEVE 3000 to support language acquisition for our ELL, TBE, AND Special Needs students.</p> <p>Use exit tickets and higher order thinking questions to assess next steps and comprehension of skills and strategies taught.</p> <p>Using Springboard for grade 7 and 8 students.</p> <p>Provide specific interventions for students in Level 1 and Level 2 in ELA for ELL students, special needs students and general education students schoolwide in the bottom third.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Contracts for Excellence, Title 1, Title 3, IDEA, Title 1 ARRA, 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><input type="checkbox"/>Daily writing in the form of reflection questions, exit steps, and higher order thinking questions.  Periodic Assessments: Administered quarterly; projected gains of 10% per quarter</p> <p>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;</p>

	projected gains of improved student writing as evidenced by portfolio assessments
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**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><input type="checkbox"/> In Math we use Scale Scores rather than levels to measure student gains, since this is more closely linked to yearly progress.</p> <p>2. By June 2011, 100% of Math improvement will include, 75% of students in Level 1 will increase by 15 points, while the remaining 25% will increase by 5 scale score points, 75% of students in Level 2 will increase by 15 points, while the remaining will increase by 5 scale score points, 75% of students in Level 3 will increase by 15 points, while the remaining will increase by 5 scale score points, and 75% of students in Level 4 will increase by 15 points as measured by the New York State Math Exam for <b><u>all sub-groups</u></b>.</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><input type="checkbox"/></p> <p>All students, with a special emphasis on Special Needs students;</p> <p>The focus for Math is Curriculum, Assessment and instruction, through planning, professional development, differentiation, and learning goals. The units are aligned to the New York State Standards and teachers are familiar with its learning objectives.</p> <p>Use vocabulary graphic organizers/ word maps to introduce and support the understanding of key concepts.</p> <p>The use of extended response tasks and conferencing are the basis of formative assessment of student learning. Teachers using data from conferencing, student learning goals and advise from the coach to inform and revise their teaching practice. The use of vocabulary development and writing in content area will be consistent throughout all grades.</p>

	<p>Professional development will consist of familiarizing teachers with learning objectives of the core curriculum. Teachers conferencing skills will be further developed through viewing and analyzing of videos of their conferencing with the coach. Teachers will participate in inter-visitations to look at best practice as "critical friends".</p> <p>Teachers skills in development and use of student learning goals will be the focus of some common planning meetings. <input type="checkbox"/></p> <p>Daily writing to assess, process, and understanding;</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title One, Title III, IDEA, Tax Levy</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><input type="checkbox"/> Scantron will be administered three times a year to monitor student progress and growth. Extended response tasks are given weekly and used to conference with students and unit exams are given to determine mastery of performance indicators and used for differentiation of instruction.</p>

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

**Inquiry Team**

\_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 3. By June 2011, 100% of our school will 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><input type="checkbox"/> Review IEP's of students in special needs classes and meet with special education teachers to determine which students would benefit from mainstreaming.</p> <p>Focused interventions and supports for students in special needs classes to attain academic achievement</p> <p>Weekly pod meetings held to celebrate academic and social/emotional successes, share in common vision and mission, and development a culture of commitment to academic success.</p> <p>Increase in the number of students achieving proficiency level on the NYSESLAT and obtaining placement in monolingual classes for the 2009-2010 school year</p> <p>LEP students 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><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I, Title III, Contracts for Excellence , IDEA</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><input type="checkbox"/> Increase in teacher accountability  Increase in academic achievement as a result of creating small pods with teams of teachers working together to build capacity.  Increase the number of students mainstreamed.  Increase the number of ELL students who reach proficiency on the NYSESLAT  Increase the number of special needs students who reach proficiency on ELA and Math exam</p>

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

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>4. <input type="checkbox"/>By June 2011, 100% of content areas will develop a comprehensive professional development program, which supports professional training and staff development that is ongoing, planned, purposeful, and collaboratively developed.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/>Surveys to determine staff needs three times a year. Weekly common planning meetings in all content areas Common language around standards, data analysis, goal setting, differentiated instruction, conferring, assessments, looking at student work Training in Springboard, Voices, Striving Readers, CMP, Engrade, Achieve 3000, Google Docs Differentiation of instruction, lesson planning, looking at student work using the Common Core Standards, and look at tasks using the Common Core Standards to determine rigor.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Weekly common planning meetings to ensure consistency throughout grade and content Informal and formal observations to ensure teachers are putting into practice what they have learned</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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, CORRECTIVE ACTION, OR RESTRUCTURING**

**APPENDIX 7: 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	128	118		61	15	3	4	2
7	167	190			18	5	12	15
8	169	130	19	18	25	4	15	25
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. 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><input type="checkbox"/> Students involved in the academic services include Wilson and small group instruction. Skills and strategies are taught and reinforced based on their instructional level and performance indicators not mastered. Seventh grade students will be involved in Striving Readers as an additional intervention to support comprehension, word attack skills, phonics and vocabulary development.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> 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. Additional support for Special Education classes to further differentiated instruction by having two teachers in a classroom.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Small group instruction for our 8th graders include test sophistication, lab work and completion of exit projects.  Support understanding and completion of exit projects.</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> 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><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> 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. Grade 8 students who were retained receive additional support in organizational skills, time management, and strategies for academic success.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> One on one intervention</p>

<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> 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.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> CBO will work with students on health related issues along with teenage prevention workshops

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**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**

### **Section II. Title III, Part A LEP Program Narrative**

**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.

The Angelo 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. For grade 7 and 8 our ESL TB program is homogeneously grouped for three days a week and one period a day for two days a week, based on NYSESLAT proficiency levels.

for 7th and 8th grade the 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.

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, Rosetta Stone, and Lexia Software. ELL students will also receive Scantron and Acuity assessments to support the differentiation of instruction for all students.

We will be piloting ACHIEVE 3000 for the 6th grade this year. A web-based differentiated reading and writing based curriculum will support LEP students to ensure they are receiving instruction based on their level and then move towards standards based work.

The majority of the teachers are their daily classroom teachers. This continuity provides additional firsthand knowledge of the students' individual academic strengths and weaknesses. The program is well attended, providing solid academic intervention for our ELLs in a small setting where individual academic needs are addressed through differentiated instruction.

**There are several celebrations that occur in the ESL department throughout the year. In the fall the accomplishments of the students on the NYSESLAT are recognized with an awards ceremony. The parents and students gather as the school administrators present certificates to students. This festive atmosphere is accompanied with refreshments for parents, friends and students.**

Achieve 3000 invites parents and friends to the school for lunch to celebrate the accomplishments of the students utilizing this reading program. At this time parents are encouraged to access their own portal of language learning. There are other literacy accomplishment festivities as we celebrate our students' publications in which students, parents and staff gather to mark the occasion.

**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.

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, Rosetta Stone and Lexia Software, and how to best meet the needs of students. Teachers also focus on how to use the standards, ESL standards and Common Core Standards to develop lesson plans performance indicators to differentiate instruction. There is also conversation and professional development around learning ESL strategies to incorporate in their teaching. Professional development will also continue to include goal setting, classroom environment, establishing systems and sturctures in the classroom, teaching Math , Science and Social Studies to English Language Learners looking closely at language development. We will expand teacher involvement in BETAC at Fordham University, Project KIM to implement the use of technology, and other activities that have been afforded by the DOE.

Teachers will continue to be trained on how to use the data from ACHIEVE 3000, SCANTRON, ARIS, ACUITY and pre-, mid, and post exams to determine the needs of all students recieving ELL services. Through professional development teachers will determine specific interventions for LEP students in the lowest quartile to ensure academic success

**Section III. Title III Budget**

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

<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	\$17654.20	<input type="checkbox"/> Six teachers will teach the ELL/ESL Saturday Academy.

		<p>(6 Teachers X \$49.89/per hour X 3 hoursX12 Saturdays)</p> <p>(1 Administrator X \$52.21/per hour X 3 hours X 12 Saturdays)</p> <p>Teachers will receive professional development in ESL strategies for instruction. This will also include ELA test taking strategies for ELL students.</p> <p>(10 Teachers X \$22.72/per hour X 10 hours)</p> <p>Teachers will participate in curriculum planning to create new lesson plans and intensify service delivery of new curriculum to ELL students.</p> <p>(10 Teachers X \$22.72/per hour X 12 hours)</p>
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0	<input type="checkbox"/> 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.	\$4,562.90	<input type="checkbox"/> Supplemental libraries in content areas  Instructional materials for our ELL/ESL students
<b>Educational Software (Object Code 199)</b>	\$3,000.00	<input type="checkbox"/> Language Development Software such as Lexia.
<b>Travel</b>	\$1600.00	<input type="checkbox"/> Transportation for trips to enhance Language development.
<b>Other</b>	\$\$4,562.90	<input type="checkbox"/> Parental Involvement /Training
<b>TOTAL</b>	<b>0</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**

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**

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 2010-11:	\$711,181	\$137,961	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,112		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,559	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$71,118	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
86.1%

6. If the percentage of high quality teachers during 2009-2010 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.

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

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

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**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.

The Parental Involvement Policy was disseminated at the first PTA meeting and at the first Parent Teacher Conference in November 2010.

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 student's 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 through outside CBO's and school resources such as CHCF, Turnaround, Special Education, etc.

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/acitivities 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.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**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.

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 instructiona, 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
- \* Participate, as appropriate, in decisions relating to our child's education.
- \* Promote positive use of our child's use of extracurricular time.
- \* Monitor their child's progress through the use of ENGRADE and phone conversations with teachers and administrators and visits to the school.
- \* Stay informed about our children's education and communicate with the school by promptly reading all notices from the school phone calls, e-mails, and parent requests through the Parent Coordinator.
- \* Provide a welcoming environment at all times for all parents and families.
- \* Encourage parents to volunteer and develop a partnership with the school
- \* Support the care-giver circle.

- \* Survey Parents to see the needs of the community
- \* Provide effective workshop for school's community on health issues, parenting concerns and community resources available.
- \* Educate more parents on how to use ARIS and ENGRADE
- \* Make schools' computer labs accessible to parents at all times

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.
- \* Check ENGRADE for grades and missing assignments.

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**

### **Section I: Schoolwide Program (SWP) Required Components**

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 begin our work with Global Kids to focus on our seventh and eighth 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 for students using relevant data (both formative and summative); 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 and differentiation of Instructions; These topics of professional development include general education, special education, ELL teachers and ed assistants. Teachers, administrators, and other staff 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 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 and 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. Our CBO addresses peer mediation, conflict resolution, character education, social emotional development, and other aspects of social emotional growth.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$597,393	True	page 17, 19
Title I, Part A (ARRA)	Federal	Yes			137,961	True	page 23
Title III	Federal	Yes			\$31,380	True	page 21
IDEA	Federal	Yes			\$209,919	True	page 19
Tax Levy	Local	Yes			\$4,513,296	True	page 18

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<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **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

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*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) - Focused      **SURR PHASE / GROUP (IF APPLICABLE):**  
**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.  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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.  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. Students in grade 7 will also be receiving a targeting intervention using Striving Readers to support students in achieving success. This is a new program that is being piloted through the Department of Education. 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, Corrective Action, or Restructuring**

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: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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 2010-2011 school year is: 16
2. Please describe the services you are planning to provide to the STH population.  In the 2010-2011 school year, students in temporary housing will receive support services through Turnaround For Children, guidance counselors and our interns. If students have attendance concerns, we will link the family with the attendance teacher 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:**

#### **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 your Children First Network.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_10X391\_020411-135140.doc

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>Five</b>	District <b>10</b>	School Number <b>391</b>	School Name <b>Angelo Patri School</b>
Principal <b>Graciela Abadia</b>		Assistant Principal <b>Beth Shimkin</b>	
Coach <b>n/a</b>		Coach <b>Dawn Verhille / Math</b>	
Teacher/Subject Area <b>Letitia Laberee / ESL</b>		Guidance Counselor <b>Dinah Elmadolar</b>	
Teacher/Subject Area <b>Sarah Sosbe ELA</b>		Parent <b>Melinda Moseley</b>	
Teacher/Subject Area <b>Annie Rosario</b>		Parent Coordinator <b>Lisa Whigham</b>	
Related Service Provider <b>Michelle Jarvis-White</b>		Other	
Network Leader <b>Marge Struk</b>		Other	

#### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>4</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>2</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>3</b>

#### C. School Demographics

Total Number of Students in School	<b>642</b>	Total Number of ELLs	<b>197</b>	ELLs as Share of Total Student Population (%)	<b>30.69%</b>
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### Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The intake process at The Angelo Patri School for new students registering for the first time in a NYC school is structured to allow for a pedagogue Letitia Laberee, ESL Coordinator, Silvia Thurn, ESL Teacher or Margorie Metsch, Assistant Principal to be present. An informal interview is conducted in the English and the native language of the parent/guardian. When necessary, Spanish, French, German, and Italian translation is available from staff members on site with other language support administered via telephone through the translation services provided by Department of Education. Language of instruction from previous formal educational in addition to language(s) spoken in the home are identified through Home Language Identification Survey (HLIS) given by Ms. Laberee, Ms. Thurn or Ms. Metsch. From information gathered the determination for a LAB-R is made. In the case of a student who is Spanish dominant, the Spanish LAB is also administered within this time frame.

If the student's LAB-R score is at a level of beginner, intermediate or advanced, he or she is considered a LEP (Limited English Proficient). Only students who score Proficient are not LEP.

Once a student has been identified as a LEP, then the student has to be placed in the appropriate program offered at Angelo Patri School (English as a Second Language – ESL or Transitional Bilingual Education – TBE) within 10 days.

Each year all English Language Learners (ELL) are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate their progress in language acquisition. This assessment evaluates the four modalities of language development. Reading, writing and listening are given as a class while the speaking assessment is conducted on an individual basis. Rigid testing protocol as outlined in the New York State Test Administrator's Handbook, is followed in the Angelo Patri School on testing days.

2. Following the competition of the HLIS and preliminary decision of eligibility for ESL services, parents are asked to view a brief video outlining the three options available in the New York City school system . This video is available in several languages including English, Spanish, French and Italian. Lisa Whigham, the Parent Coordinator; Letitia Laberee, ESL Co-Coordinator; Silvia Thurn, ESL Teacher; or Margorie Metsch, Assistant Principal are available to answer any questions concerning the three choices. Parents are invited to stay and discuss the three choices for the student. All questions and concerns are addressed enabling parents to make an informed choice that is in the best interest of their children. The Program Selection form is completed at this time. Angelo Patri School offers Transitional Bilingual and Freestanding ESL programs on site. Should the parents choose the Dual Language program, a list of middle schools in the area, offering this is provided. No parents of students attending the Angelo Patri School have requested for his/her child to be placed in Dual Language. However, some of the parents of Spanish speaking children, as they often do, select our freestanding ESL program as opposed to the Transitional Bilingual Education their child is entitled to.

Should the parents not be available to view at time of registration, an appointment is made for them to return within a week to receive information on options available for their child. Lisa Whigham, the Parent Coordinator follows up with a personal telephone call and/or written invitation to these parents to come into the school to view the video, discuss questions and concerns before completing the Program Selection form.

Angelo Patri School, additionally offers an open house day and evening for parents to come into the school without an appointment to obtain information on the options available for ELL students.

Parents of ELL's are regularly informed through newsletters, meetings, and workshops, as to new developments concerning our English Language Learners. Every effort is made to communicate and assist parents throughout the school year and to do this we have the following personnel providing services to our ELLs and their families: Bilingual school counselors and Social Workers, Psychologists, SETSS, Academic Intervention Services in Spanish and other related services as well as a bilingual parent coordinator.

3. The Parent Survey and Program Selection Form is distributed to the parents at the end of the Parent Orientation in the appropriate language(s). Parents are told to read the survey, make their selection, and return signed documents. Parents/guardians are told that, once the LAB-R is administered to their child within 10 school days, they will be notified, in writing, of their child's eligibility and placement in an instructional program in accordance with their selection, if possible.

4. When a student has been determined to be eligible for ESL they are tested with the LAB-R, and the assessment is scored at the school level to determine the initial placement in ESL. This raw score indicates a beginning, intermediate or advanced level of language acquisition. The student is placed in a class corresponding to their level at the time of testing. Final scores of the LAB-R are received from the NYCDOE via ATS on a regular basis and the two are compared for accuracy.

Following LAB-R testing parents are notified via post as to the results and placement of their child. This communication is in the preferred language of the parent. The NYCDOE web site provides numerous translations of parental letters and at Angelo Patri we take advantage of this service to communicate with our parents in their native language whenever possible.

Each spring all English Language Learners (ELL) are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate their progress in language acquisition. The results of this assessment are divided into the four modalities of reading, writing, listening and speaking. Based upon this data the students are given a combined total score and level indicating beginner, intermediate or advanced achievement. This information is combined with the further breakdown of the NYSESLAT in ARIS to provide groupings of students. At Angelo Patri we create leveled classes on the basis of this data incorporating no more than 2 class levels per group with comparable language skills.

5. Following a review of the Parent Survey and Program Selection forms over the past five years reveals that many of parents whose L1 is Spanish prefer the Transitional Bilingual program for their children. The second category can be identified as L1 being other than Spanish, choose the freestanding ESL program. At Angelo Patri we are aware of the changing population in our community as the challenges that presents. Parents have not requested a bilingual program in another language nor do we have the numbers necessary to support such a bilingual class.

6. The programs we offer at Angelo Patri are very much aligned with parent requests. We are able to offer Transitional Bilingual programs to the students who L1 is Spanish in conjunction with Freestanding ESL to students who have progressed with their language acquisition to a level in which they can study in their second language as well as to students from very diverse L1 backgrounds.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #

<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	1	2					4
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							1	1	1					3
<b>Push-In</b>							10	13	9					32
<b>Total</b>	0	0	0	0	0	0	12	15	12	0	0	0	0	39

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	197	Newcomers (ELLs receiving service 0-3 years)	86	Special Education	39
SIFE	15	ELLs receiving service 4-6 years	53	Long-Term (completed 6 years)	58

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	65	5	2	21	2	5	22	10	6	108
<b>Dual Language</b>										0
<b>ESL</b>	25	2	1	32	2	11	32	1	5	89
<b>Total</b>	90	7	3	53	4	16	54	11	11	197

Number of ELLs in a TBE program who are in alternate placement: 31

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							34	33	48					115
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	34	33	48	0	0	0	0	115

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							22	25	17					64
Chinese									1					1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									2					2
Korean														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Other							2	7	8					17
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>32</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>84</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. Instruction for our ELLs consists of 3 different models. The Special Education ELLs are serviced by the push in model. Out Transitional Bilingual classes are self contained while the ESL students are in a freestanding ESL class. The entire ELL program is block scheduled. The TB and ESL grade 6 classes are instructed as a heterogeneous group by level using ACHIEVE 3000. The grade 7 and 8 ESL and TB including the Special Education TB classes are homogenously grouped according to their language proficiency based on the NYSESLAT or LAB-R scores.

2. Our program ensures the mandated minutes of instruction are met through our block scheduling. The beginner and intermediate students receive 360 minutes a week while the advanced students receive 180 minutes of ESL and 180 minutes of ELA per week. In the 6th grade ESL and TB classes, differentiated instruction allows for the advanced students to receive the required 180 minutes of ELA instruction. Native Language support is provided through content area (Math and Science) instruction for the TB classes. Students receive high standards and quality instruction in the students' native language as they learn English. Instruction in English increases as these students' English proficiency increases.

Science and Math have NLA component for beginning level students in September at 80% native language and tapering to 50% at the end of the school year.

For ESL students with an L1 other than Spanish, we provide support in numerous other avenues: bilingual dictionaries are available in the classrooms; our Italian L1 students join the extended day program for Italian NLA instruction; Native music and language lyrics are incorporated into Social Studies curriculum when ever possible as support; parents are invited in to the classroom to present a aspect of their native culture often incorporating new vocabulary and dance into the learning.

3. Our Freestanding ESL Program provides instruction in English concentrating on English language acquisition. We provide support in numerous other avenues: bilingual dictionaries are available in the classrooms; our Italian L1 students join the extended day program for Italian NLA instruction; Native music and language lyrics are incorporated into Social Studies curriculum when ever possible as support; parents are invited in to the classroom to present a aspect of their native culture often incorporating new vocabulary and dance into the learning.

Our TB Program provides instruction in English and Spanish with an emphasis on English language acquisition. Math and Science content is taught in English and Spanish with decreasing Spanish language content as the year progresses. The teaching objective is to provide no more than 25% Spanish instruction at the end of the school year.

The teachers in the ESL and TB classes use ESL methodologies and native language support in all their classes. The level of instruction is based upon the results of the NYSESLAT and /or the LAB-R results. Data from ARIS, SCANTRON, ACUITY and unit test are incorporated into the planning of instruction in our classes. Based upon these finding, groups are created All classes differentiate instruction to serve the diverse needs of our students within the leveled classes. There is close collaboration between the ESL teachers and the monolingual teachers of ELLs.

4. Instruction is differentiated for our students using Achieve 3000, Rosetta Stone, Lexia Learning and Visions. Students are assessed using Scantron, Acuity, Achieve 3000, NYSESLAT, LAB-R and Visions diagnostic tests to determine levels of need for language acquisition. For our SIFE students with a deficit in basic English language skills the Lexia Learning software is used in conjunction with direct instruction in phonemes and phonemic awareness.

When a student has acquired basic English language skills, a newcomer, they are placed in a beginners leveled class for ESL. In addition to Visions Basic curriculum, they students are directed to language development through Rosetta Stone and Achieve 3000. Both of these programs are differentiated web based programs which allows for individual growth. As the student progresses the use of Rosetta Stone diminished as the use of Achieve 300 and Visions increases.

The data of the students who have been receiving service 4-6 years is examined to determine the greatest need for intervention and focused instruction. Depending on the individual situation, Lexia Learning may be used to deepen the understanding of basic components of the English language. This may assist in a low level reader who struggles with decoding.

EdPerformance.com provides individualized practice based upon their assessment. This material is assigned as an extra support for out long term ELLs as well. When the lowest scoring modality on the NYSESLAT is listening and speaking, Achieve 3000, books on tape , and Visions audio components are incorporated in the students learning plan. Students that are ELL's with 4 to 6 years of service as well as long term ELL's receive push in interventions along with additional support through after school programs and Saturday academies.

Our ELLs with identified special needs are serviced through in a push in program allowing for individual attention. Students who are visually impaired as provided with large print text as well as content related audio books to support their learning.

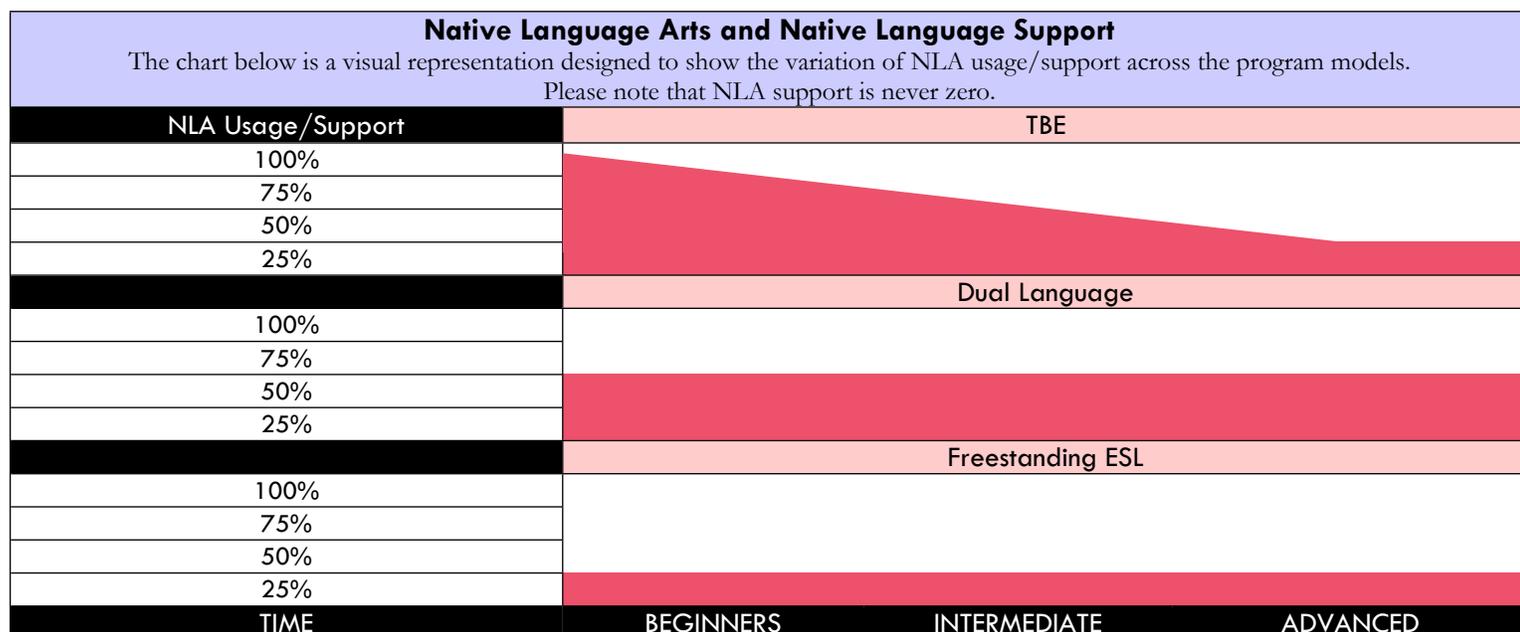
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. Students in ESL/TB at Angelo Patri have several intervention programs available. We are offering differentiated, individual and small-group tutoring. These programs are specifically designed for our ELL population and target four modalities of (reading, writing, speaking and listening). The students in these programs are grouped according to their performance on reading, writing, listening and speaking and the lessons are developed rigorously by highly qualified teachers who are fully certified. All of our programs include special education students, long term ELLs and SIFE.

6. Students reaching proficiency on the NYSESLAT will continue to receive support services as mandated. The first year they receive services in an ESL class. The second year they will be transition into monolingual classes with additional support with push in services, extended day and afterschool programs.

7. With more professional development opportunities our staff will continue to include best practices into their instruction, planning and use of data to meet the needs of their students. Along with this, we are piloting Achieve 3000 in a special education class for our ELL's and we are also using Achieve 3000 in our sixth grade classes. This focused intervention uses students' actual levels to determine instruction and instructional needs. One ELL class will also be involved in Performance Learning Series which directly informs teachers of what their students' learning styles are. Through the use of this program, teachers can effectively plan lessons that target the learning styles of their students to further differentiate and address the needs of their students.

8. We are not discontinuing any of our programs but we continue to delve into what is working, what is not, and how to better address the needs of our students to move them towards proficiency.

9. Our ELLs are afforded all programs that are in our school. We have a specific after school program that targets our ELL population, utilizing inquiry based learning through science to capture their interest. This program includes the scientific method, the inquiry process and vocabulary development with an increased focus on writing in the content area. We will be having "Saturday Academy" for test sophistication for all students, not excluding ELLs, to support achievement on state wide exams.

10. ELL students have a language lab and 2 laptop carts to support their instruction. They have access to Achieve 3000, Scantron, Lexia Learning, Rosetta Stone, EdPerformance, and ARIS to support language acquisition and reading and writing skills.

Two of the certified ESL teachers are part of the Office of Instructional Technology's (OIT) Project KIM grant which provides professional development for implementing technology into the classroom. Project based learning, is one such skills turn keyed to the other teachers of ELLs creating wonderful cross curricular projects.

11. Native Language support is provided through content area (Math and Science) instruction for the TB classes. Students receive high standards and quality instruction in the students' native language as they learn English. Instruction in English increases as these students' English proficiency increases.

Science and Math have NLA component for beginning level students in September at 60% native language and tapering to 25% at the end of the school year.

For ESL students with an L1 other than Spanish, we provide support in numerous other avenues: bilingual dictionaries are available in the classrooms; our Italian L1 students join the extended day program for Italian NLA instruction; Native music and language lyrics are incorporated into Social Studies curriculum when ever possible as support; parents are invited in to the classroom to present a aspect of their native culture often incorporating new vocabulary and dance into the learning.

12. The services support and resources correspond to the language acquisition level of the student based upon the NYSESLAT and other data.

13. At the beginning of the school year newly arrived ELLs are invited into the school for a preview walk through to orient them to the building. Halls, floor numbers, administrative offices, classrooms and restrooms are clearly labelled as reference points. Parents accompany their children on this learning walk, being introduced to teachers and support staff making the transition to middle school in America a pleasant one. On the first day of school the newcomer is buddied up with another student from their class .

14. At this time we do not offer language electives to our ELLs.

## C. Schools with Dual Language Programs

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

N/A

#### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Professional development includes weekly common planning meetings to discuss the rigor of instruction, data analysis, and best practices for integrating ESL strategies into lesson planning. During the meetings teachers formulate next steps to meet the needs of their students, implement differentiation of instruction in planning, and use of VISIONS and ACHIEVE 3000 to accomplish this.

Two teachers are participants in the OIT Project KIM for project based learning.

. One of our ESL teachers are involved in SIOP training this year and will turnkey their learning to other ESL teachers to support enhanced teacher learning and understanding.

Teachers and administrators are utilizing in the professional development activities supplied by OELL. These trainings will also be turnkeyed to other staff members to increase teacher tool kits for best practices.

The professional development given by the ESL department is open to all staff members, which includes the educational assistants and paraprofessionals. The Jose P professional development attended by the entire staff of MS 391. An Achieve 3000 professional development plan was created specifically for the educational assistants and paraprofessionals to train them in the use of this differentiated reading and writing program. This knowledge enabled additional individualization of the instructional support in the classroom. Parent workshops are presented to inform the parents of the Achieve 3000 program. We educate the parents on the structure of the program and how they can best use the information to enhance the learning of their child. The parents are given an individual Achieve 3000 passwords, allowing them to enhance their own language proficiency on the web based program. Parent workshops centered on use of technology (in addition to Achieve 3000 are presented. The participants are instructed in the use of various web based sites, including ARIS, ACUITY, and Engrade (an online grade book). The programs enable the parents to understand educational status of their child in a real time arena.

2. To support students who are transitioning from elementary schools to middle school, we have town hall meetings to discuss goals and the vision of the school. We meet to help acclimate the students to our school environment. In early September we have an open house for families and their children to meet the teachers, learn about our programs and our school. We have support staff available, guidance, social workers and interns, to offer additional support if needed regarding issues or concerns that may arise as a result of transitioning into the middle school.

3. Jose P. training will occur monthly as an after school mandated professional development/school wide conference.. Training will also occur during designated times throughout the school year to ensure our staff is familiar with Jose P.

#### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. Parental involvement in our school continues to improve. We offer workshops to support parents in supporting student academic and social/emotional achievement through the use of outside organizations, our social worker, parent coordinator and other staff members. The principal holds parent breakfasts to share valuable information about achievement results, goals for the school, plans and special events for the school and has an open door policy for students to come in to discuss their child's achievement and needs. We utilize Engrade a web-

based program that allows parents to track their child's academic progress.

2. Our school partners with CBO's that will provide workshops and services for the ELL parents. We are in the process of getting an organization to supply our parents with ESL classes as well as book clubs, computer classes, parenting classes and informational classes to support our parents as well as the students. We have a program Comp-2-Kids that provides computer training and computers for parents to take home upon completion of the workshop.

3. The needs of parents are evaluated through a parent survey that is sent home with students. We also assess parent needs through informal and formal dialogue during parent visits, meetings, and conversations. The parent coordinator and the PTA play a large role in meeting with parents to discuss their needs which is later shared with the principal and appropriate staff members for future planning.

4. Our parental involvement activities address the needs of our parents because we listen to their needs. Once we have evaluated the level of importance, workshops, meetings or open forums are scheduled to invite parents into the school to gain an understanding about what is of importance. Parent workshops include understanding data, the use of ENGRADE as a tool for understanding how their child is doing in their classes, curriculum matters, how to help your child with homework, to name a few.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							11	18	14					43
Intermediate(I)							16	19	35					70
Advanced (A)							27	26	19					72
Total	0	0	0	0	0	0	54	63	68	0	0	0	0	185

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							10	16	7				
	I							7	5	11				
	A							22	20	31				
	P							17	19	16				
READING/ WRITING	B							10	16	19				
	I							20	17	28				
	A							26	25	18				
	P							0	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6	29	24	2		55
7	34	25			59
8	30	14	1		45
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	21		38		8		1		68
7	29		34		5				68
8	21		30		5				56
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2								2
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	2								2
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	5	13	11	6	0	0	0	0
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

2. We have found through the analysis that they have a greater proficiency in listening and speaking and demonstrate a lower proficiency in reading and writing. Based on this information we design our lesson plans to help them acquire proficiency in all areas. We have incorporated more instruction around vocabulary and extracting information from text. To ensure that we are moving forward with their development we are constantly assessing their skills through gathering qualitative data and through formal and informal assessments in the classroom
3. Patterns that are seen across the modalities demand that emphasis and constant assessment is placed in areas of deficiency but we need to continuously monitor this to make sure that we incorporate new data that is being gathered in the classrooms.
4. Because of the deficiency in reading and writing, more instructional time is devoted to modeling the writing process and reading in content areas.
- a. We are not finding a marked difference in the success of ELLS taking their math assessment in native language, this may be attributed to the students own proficiency in beginning language.
- b. This is the first year that we have used the ELL Periodic Assessment so we will have to await the results to incorporate the data in revisiting our instructional plans. The data on ELLS is used by the school leadership team and teacher to plan, to create rigorous lesson plans, and to differential instruction. This data is also used to determine if students are successfully placed in our leveled classes for optimum instructional benefit. Adjustments are made based upon individual data analysis.
- Scantron, Acuity, Achieve 3000 and NYESLAT are all used to compile data for the ELLS. Several patterns emerge through the analysis of these programs. vocabulary and the constructs of writing is identified as one area our ELLS need to improve upon. The use of Achieve 3000 in the targeted classes provides weekly and monthly assessments. This data has enables aggressive intervention of specific strategy and performance indicators in reading and writing on an individual basis.
- c. Native language is to develop proficiency in areas such as math, science and social studies. Native language arts are infused through the teaching in the content areas for all the bilingual classes. In addition E-skills classes are used to enhance native language with instruction in Spanish grammar and writing.
5. N/A
- 6 .We evaluate the success based on the number of students who are able to increase proficiency level each year.

### Additional Information

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

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	The Angelo Patri Middle School					
<b>District:</b>	10	<b>DBN:</b>	10X391	<b>School</b>		321000010391

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.4	90.5	88.0
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		92.9	92.9	89.0
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	219	211	177	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	255	226	232		81.5	83.1	86.1
Grade 8	262	259	221				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		18	62	56
Grade 12	0	0	0				
Ungraded	5	3	3	<b>Recent Immigrants - Total Number:</b>			
Total	741	699	633	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					37	47	29

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	92	89	78	Principal Suspensions	2	8	2
# in Collaborative Team Teaching (CTT) Classes	17	20	31	Superintendent Suspensions	2	5	14
Number all others	67	66	53				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	102	99	TBD	Number of Teachers	61	64	56
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	24	24	12
# receiving ESL services only	99	97	TBD				
# ELLs with IEPs	17	47	TBD	Number of Educational Paraprofessionals	3	4	14

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	23	30	70	% fully licensed & permanently assigned to this school	96.7	100.0	98.2
				% more than 2 years teaching in this school	62.3	62.5	89.3
				% more than 5 years teaching anywhere	47.5	57.8	69.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	81.0	87.5
American Indian or Alaska Native	0.9	0.4	0.0	% core classes taught by "highly qualified" teachers	86.3	86.1	79.2
Black or African American	27.9	26.8	23.7				
Hispanic or Latino	68.3	69.8	74.1				
Asian or Native Hawaiian/Other Pacific	2.0	1.7	1.1				
White	0.8	1.1	0.9				
<b>Male</b>	54.1	54.9	56.1				
<b>Female</b>	45.9	45.1	43.9				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2					v	
Restructuring Advanced						

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v	-	-		
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v		-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v		-	-		
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>0</b>		

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	43.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Five</b>	District <b>10</b>	School Number <b>391</b>	School Name <b>Angelo Patri School</b>
Principal <b>Graciela Abadia</b>	Assistant Principal <b>Beth Shimkin</b>		
Coach <b>n/a</b>	Coach <b>Dawn Verhille / Math</b>		
Teacher/Subject Area <b>Letitia Laberee / ESL</b>	Guidance Counselor <b>Dinah Elmadolar</b>		
Teacher/Subject Area <b>Sarah Sosbe ELA</b>	Parent <b>Melinda Moseley</b>		
Teacher/Subject Area <b>Annie Rosario</b>	Parent Coordinator <b>Lisa Whigham</b>		
Related Service Provider <b>Michelle Jarvis-White</b>	Other		
Network Leader <b>Marge Struk</b>	Other		

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>4</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>2</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>3</b>

### C. School Demographics

Total Number of Students in School	<b>642</b>	Total Number of ELLs	<b>197</b>	ELLs as Share of Total Student Population (%)	<b>30.69%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The intake process at The Angelo Patri School for new students registering for the first time in a NYC school is structured to allow for a pedagogue Letitia Laberee, ESL Coordinator, Silvia Thurn, ESL Teacher or Margorie Metsch, Assistant Principal to be present. An informal interview is conducted in the English and the native language of the parent/guardian. When necessary, Spanish, French, German, and Italian translation is available from staff members on site with other language support administered via telephone through the translation services provided by Department of Education. Language of instruction from previous formal educational in addition to language(s) spoken in the home are identified through Home Language Identification Survey (HLIS) given by Ms. Laberee, Ms. Thurn or Ms. Metsch. From information gathered the determination for a LAB-R is made. In the case of a student who is Spanish dominant, the Spanish LAB is also administered within this time frame.

If the student's LAB-R score is at a level of beginner, intermediate or advanced, he or she is considered a LEP (Limited English Proficient). Only students who score Proficient are not LEP.

Once a student has been identified as a LEP, then the student has to be placed in the appropriate program offered at Angelo Patri School (English as a Second Language – ESL or Transitional Bilingual Education – TBE) within 10 days.

Each year all English Language Learners (ELL) are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate their progress in language acquisition. This assessment evaluates the four modalities of language development. Reading, writing and listening are given as a class while the speaking assessment is conducted on an individual basis. Rigid testing protocol as outlined in the New York State Test Administrator's Handbook, is followed in the Angelo Patri School on testing days.

2. Following the competition of the HLIS and preliminary decision of eligibility for ESL services, parents are asked to view a brief video outlining the three options available in the New York City school system . This video is available in several languages including English, Spanish, French and Italian. Lisa Whigham, the Parent Coordinator; Letitia Laberee, ESL Co-Coordinator; Silvia Thurn, ESL Teacher; or Margorie Metsch, Assistant Principal are available to answer any questions concerning the three choices. Parents are invited to stay and discuss the three choices for the student. All questions and concerns are addressed enabling parents to make an informed choice that is in the best interest of their children. The Program Selection form is completed at this time. Angelo Patri School offers Transitional Bilingual and Freestanding ESL programs on site. Should the parents choose the Dual Language program, a list of middle schools in the area, offering this is provided. No parents of students attending the Angelo Patri School have requested for his/her child to be placed in Dual Language. However, some of the parents of Spanish speaking children, as they often do, select our freestanding ESL program as opposed to the Transitional Bilingual Education their child is entitled to.

Should the parents not be available to view at time of registration, an appointment is made for them to return within a week to receive information on options available for their child. Lisa Whigham, the Parent Coordinator follows up with a personal telephone call and/or written invitation to these parents to come into the school to view the video, discuss questions and concerns before completing the Program Selection form.

Angelo Patri School, additionally offers an open house day and evening for parents to come into the school without an appointment to obtain information on the options available for ELL students.

Parents of ELL's are regularly informed through newsletters, meetings, and workshops, as to new developments concerning our English Language Learners. Every effort is made to communicate and assist parents throughout the school year and to do this we have the following personnel providing services to our ELLs and their families: Bilingual school counselors and Social Workers, Psychologists, SETSS, Academic Intervention Services in Spanish and other related services as well as a bilingual parent coordinator.

3. The Parent Survey and Program Selection Form is distributed to the parents at the end of the Parent Orientation in the appropriate language(s). Parents are told to read the survey, make their selection, and return signed documents. Parents/guardians are told that, once the LAB-R is administered to their child within 10 school days, they will be notified, in writing, of their child's eligibility and placement in an instructional program in accordance with their selection, if possible.

4. When a student has been determined to be eligible for ESL they are tested with the LAB-R, and the assessment is scored at the school level to determine the initial placement in ESL. This raw score indicates a beginning, intermediate or advanced level of language acquisition. The student is placed in a class corresponding to their level at the time of testing. Final scores of the LAB-R are received from

the NYCDOE via ATS on a regular basis and the two are compared for accuracy.

Following LAB-R testing parents are notified via post as to the

results and placement of their child. This communication is in the preferred language of the parent. The NYCDOE web site provides numerous translations of parental letters and at Angelo Patri we take advantage of this service to communicate with our parents in their native language whenever possible.

Each spring all English Language Learners (ELL) are administered the

New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate their progress in language acquisition. The results of this assessment are divided into the four modalities of reading, writing, listening and speaking. Based upon this data the students are given a combined total score and level indicating beginner, intermediate or advanced achievement. This information is combined with the further breakdown of the NYSESLAT in ARIS to provide groupings of students. At Angelo Patri we create leveled classes on the basis of this data incorporating no more than 2 class levels per group with comparable language skills.

5. Following a review of the Parent Survey and Program Selection forms over the past five years reveals that many of parents whose L1 is Spanish prefer the Transitional Bilingual program for their children. The second category can be identified as L1 being other than Spanish, choose the freestanding ESL program. At Angelo Patri we are aware of the changing population in our community as the challenges that presents. Parents have not requested a bilingual program in another language nor do we have the numbers necessary to support such a bilingual class.

6. The programs we offer at Angelo Patri are very much aligned with parent requests. We are able to offer Transitional Bilingual programs to the students who L1 is Spanish in conjunction with Freestanding ESL to students who have progressed with their language acquisition to a level in which they can study in their second language as well as to students from very diverse L1 backgrounds.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	2					4
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							1	1	1					3
<b>Push-In</b>							10	13	9					32
<b>Total</b>	0	0	0	0	0	0	12	15	12	0	0	0	0	39

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

All ELLs	197	Newcomers (ELLs receiving service 0-3 years)	86	Special Education	39
SIFE	15	ELLs receiving service 4-6 years	53	Long-Term (completed 6 years)	58

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	65	5	2	21	2	5	22	10	6	108
Dual Language										0
ESL	25	2	1	32	2	11	32	1	5	89
Total	90	7	3	53	4	16	54	11	11	197

Number of ELLs in a TBE program who are in alternate placement: 31

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							34	33	48					115
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>34</b>	<b>33</b>	<b>48</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>115</b>

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							22	25	17					64
Chinese									1					1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									2					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	7	8					17
<b>TOTAL</b>	0	0	0	0	0	0	24	32	28	0	0	0	0	84

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. Instruction for our ELLs consists of 3 different models. The Special Education ELLs are serviced by the push in model. Out Transitional Bilingual classes are self contained while the ESL students are in a freestanding ESL class.

The entire ELL program is block scheduled. The TB and ESL grade 6 classes are instructed as a heterogeneous group by level using ACHIEVE 3000. The grade 7 and 8 ESL and TB including the Special Education TB classes are homogenously grouped according to their language proficiency based on the NYSESLAT or LAB-R scores.

2. Our program ensures the mandated minutes of instruction are met through our block scheduling. The beginner and intermediate students receive 360 minutes a week while the advanced students receive 180 minutes of ESL and 180 minutes of ELA per week. In the 6th grade ESL and TB classes, differentiated instruction allows for the advanced students to receive the required 180 minutes of ELA instruction. Native Language support is provided through content area (Math and Science) instruction for the TB classes. Students receive high standards and quality instruction in the students' native language as they learn English. Instruction in English increases as these students' English proficiency increases.

Science and Math have NLA component for beginning level students in September at 80% native language and tapering to 50% at the end of the school year.

For ESL students with an L1 other than Spanish, we provide support in numerous other avenues: bilingual dictionaries are available in the classrooms; our Italian L1 students join the extended day program for Italian NLA instruction; Native music and language lyrics are incorporated into Social Studies curriculum when ever possible as support; parents are invited in to the classroom to present a aspect of their native culture often incorporating new vocabulary and dance into the learning.

3. Our Freestanding ESL Program provides instruction in English concentrating on English language acquisition. We provide support in numerous other avenues: bilingual dictionaries are available in the classrooms; our Italian L1 students join the extended day program for Italian NLA instruction; Native music and language lyrics are incorporated into Social Studies curriculum when ever possible as support; parents are invited in to the classroom to present a aspect of their native culture often incorporating new vocabulary and dance into the learning.

Our TB Program provides instruction in English and Spanish with an emphasis on English language acquisition. Math and Science content is taught in English and Spanish with decreasing Spanish language content as the year progresses. The teaching objective is to provide no more than 25% Spanish instruction at the end of the school year.

The teachers in the ESL and TB classes use ESL methodologies and native language support in all their classes. The level of instruction is based upon the results of the NYSESLAT and /or the LAB-R results. Data from ARIS, SCANTRON, ACUITY and unit test are incorporated into the planning of instruction in our classes. Based upon these findings, groups are created. All classes differentiate instruction to serve the diverse needs of our students within the leveled classes. There is close collaboration between the ESL teachers and the monolingual teachers of ELLs.

4. Instruction is differentiated for our students using Achieve 3000, Rosetta Stone, Lexia Learning and Visions. Students are assessed using Scantron, Acuity, Achieve 3000, NYSESLAT, LAB-R and Visions diagnostic tests to determine levels of need for language acquisition. For our SIFE students with a deficit in basic English language skills the Lexia Learning software is used in conjunction with direct instruction in phonemes and phonemic awareness.

When a student has acquired basic English language skills, a newcomer, they are placed in a beginners leveled class for ESL. In addition to Visions Basic curriculum, they students are directed to language development through Rosetta Stone and Achieve 3000. Both of these programs are differentiated web based programs which allows for individual growth. As the student progresses the use of Rosetta Stone diminished as the use of Achieve 300 and Visions increases.

The data of the students who have been receiving service 4-6 years is examined to determine the greatest need for intervention and focused instruction. Depending on the individual situation, Lexia Learning may be used to deepen the understanding of basic components of the English language. This may assist in a low level reader who struggles with decoding.

EdPerformance.com provides individualized practice based upon their assessment. This material is assigned as an extra support for out long term ELLs as well. When the lowest scoring modality on the NYSESLAT is listening and speaking, Achieve 3000, books on tape, and Visions audio components are incorporated in the students learning plan. Students that are ELL's with 4 to 6 years of service as well as long term ELL's receive push in interventions along with additional support through after school programs and Saturday academies.

Our ELLs with identified special needs are serviced through in a push in program allowing for individual attention. Students who are visually impaired as provided with large print text as well as content related audio books to support their learning.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

#### Native Language Arts and Native Language Support

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



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. Students in ESL/TB at Angelo Patri have several intervention programs available. We are offering differentiated, individual and small-group tutoring. These programs are specifically designed for our ELL population and target four modalities of (reading, writing, speaking and listening). The students in these programs are grouped according to their performance on reading, writing, listening and speaking and the lessons are developed rigorously by highly qualified teachers who are fully certified. All of our programs include special education students, long term ELLs and SIFE.

6. Students reaching proficiency on the NYSESLAT will continue to receive support services as mandated. The first year they receive services in an ESL class. The second year they will be transition into into monolingual classes with additional support with push in services, extended

day and afterschool programs.

7. With more professional development opportunities our staff will continue to include best practices into their instruction, planning and use of data to meet the needs of their students. Along with this, we are piloting Achieve 3000 in a special education class for our ELL's and we are also using Achieve 3000 in our sixth grade classes. This focused intervention uses students' actual levels to determine instruction and instructional needs. One ELL class will also be involved in Performance Learning Series which directly informs teachers of what their students' learning styles are. Through the use of this program, teachers can effectively plan lessons that target the learning styles of their students to further differentiate and address the needs of their students.

8. We are not discontinuing any of our programs but we continue to delve into what is working, what is not, and how to better address the needs of our students to move them towards proficiency.

9. Our ELLs are afforded all programs that are in our school. We have a specific after school program that targets our ELL population, utilizing inquiry based learning through science to capture their interest. This program includes the scientific method, the inquiry process and vocabulary development with an increased focus on writing in the content area. We will be having "Saturday Academy" for test sophistication for all students, not excluding ELLs, to support achievement on state wide exams.

10. ELL students have a language lab and 2 laptop carts to support their instruction. They have access to Achieve 3000, Scantron, Lexia Learning, Rosetta Stone, EdPerformance, and ARIS to support language acquisition and reading and writing skills. Two of the certified ESL teachers are part of the Office of Instructional Technology's (OIT) Project KIM grant which provides professional development for implementing technology into the classroom. Project based learning, is one such skill turned key to the other teachers of ELLs creating wonderful cross curricular projects.

11. Native Language support is provided through content area (Math and Science) instruction for the TB classes. Students receive high standards and quality instruction in the students' native language as they learn English. Instruction in English increases as these students' English proficiency increases.

Science and Math have NLA component for beginning level students in September at 60% native language and tapering to 25% at the end of the school year.

For ESL students with an L1 other than Spanish, we provide support in numerous other avenues: bilingual dictionaries are available in the classrooms; our Italian L1 students join the extended day program for Italian NLA instruction; Native music and language lyrics are incorporated into Social Studies curriculum when ever possible as support; parents are invited in to the classroom to present a aspect of their native culture often incorporating new vocabulary and dance into the learning.

12. The services support and resources correspond to the language acquisition level of the student based upon the NYSESLAT and other data.

13. At the beginning of the school year newly arrived ELLs are invited into the school for a preview walk through to orient them to the building. Halls, floor numbers, administrative offices, classrooms and restrooms are clearly labelled as reference points. Parents accompany their children on this learning walk, being introduced to teachers and support staff making the transition to middle school in America a pleasant one. On the first day of school the newcomer is buddied up with another student from their class.

14. At this time we do not offer language electives to our ELLs.

### C. Schools with Dual Language Programs

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

N/A

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Professional development includes weekly common planning meetings to discuss the rigor of instruction, data analysis, and best practices for integrating ESL strategies into lesson planning. During the meetings teachers formulate next steps to meet the needs of their students, implement differentiation of instruction in planning, and use of VISIONS and ACHIEVE 3000 to accomplish this.

Two teachers are participants in the OIT Project KIM for project based learning.

. One of our ESL teachers are involved in SIOP training this year and will turnkey their learning to other ESL teachers to support enhanced teacher learning and understanding.

Teachers and administrators are utilizing in the professional development activities supplied by OELL. These trainings will also be turnkeyed to other staff members to increase teacher tool kits for best practices.

The professional development given by the ESL department is open to all staff members, which includes the educational assistants and paraprofessionals. The Jose P professional development attended by the entire staff of MS 391. An Achieve 3000 professional development plan was created specifically for the educational assistants and paraprofessionals to train them in the use of this differentiated reading and writing program. This knowledge enabled additional individualization of the instructional support in the classroom. Parent workshops are presented to inform the parents of the Achieve 3000 program. We educate the parents on the structure of the program and how they can best use the information to enhance the learning of their child. The parents are given an individual Achieve 3000 passwords, allowing them to enhance their own language proficiency on the web based program. Parent workshops centered on use of technology (in addition to Achieve 3000 are presented. The participants are instructed in the use of various web based sites, including ARIS, ACUITY, and Engrade (an online grade book). The programs enable the parents to understand educational status of their child in a real time arena.

2. To support students who are transitioning from elementary schools to middle school, we have town hall meetings to discuss goals and the vision of the school. We meet to help acclimate the students to our school environment. In early September we have an open house for families and their children to meet the teachers, learn about our programs and our school. We have support staff available, guidance, social workers and interns, to offer additional support if needed regarding issues or concerns that may arise as a result of transitioning into the middle school.

3. Jose P. training will occur monthly as an after school mandated professional development/school wide conference.. Training will also occur during designated times throughout the school year to ensure our staff is familiar with Jose P.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. Parental involvement in our school continues to improve. We offer workshops to support parents in supporting student academic and social/emotional achievement through the use of outside organizations, our social worker, parent coordinator and other staff members. The principal holds parent breakfasts to share valuable information about achievement results, goals for the school, plans and special events for the school and has an open door policy for students to come in to discuss their child's achievement and needs. We utilize Engrade a web-based program that allows parents to track their child's academic progress.

2. Our school partners with CBO's that will provide workshops and services for the ELL parents. We are in the process of getting an organization to supply our parents with ESL classes as well as book clubs, computer classes, parenting classes and informational classes to support our parents as well as the students. We have a program Comp-2-Kids that provides computer training and computers for parents to take home upon completion of the workshop.

3. The needs of parents are evaluated through a parent survey that is sent home with students. We also assess parent needs through informal and formal dialogue during parent visits, meetings, and conversations. The parent coordinator and the PTA play a large role in meeting with parents to discuss their needs which is later shared with the principal and appropriate staff members for future planning.

4. Our parental involvement activities address the needs of our parents because we listen to their needs. Once we have evaluated the level of importance, workshops, meetings or open forums are scheduled to invite parents into the school to gain an understanding about what is of importance. Parent workshops include understanding data, the use of ENGRADE as a tool for understanding how their child is doing in their

classes, curriculum matters, how to help your child with homework, to name a few.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							11	18	14					43
Intermediate(I)							16	19	35					70
Advanced (A)							27	26	19					72
Total	0	0	0	0	0	0	54	63	68	0	0	0	0	185

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							10	16	7				
	I							7	5	11				
	A							22	20	31				
	P							17	19	16				
READING/ WRITING	B							10	16	19				
	I							20	17	28				
	A							26	25	18				
	P							0	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	29	24	2		55
7	34	25			59
8	30	14	1		45
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	21		38		8		1		68
7	29		34		5				68
8	21		30		5				56
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2								2
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	2								2
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	5	13	11	6	0	0	0	0
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. To assess our ELL students we administer the diagnostic tests from VOICES, we use Scantron, classroom assessments, NYSESLAT and this year we used the ELL Periodic Assessment. This information provides insight into the strengths and weaknesses our ELLs have in ELA, reading and math. Based on this information we created groupings for ELLs that cross grades rather than maintaining homogeneous groupings based on their grade level.

2. We have found through the analysis that they have a greater proficiency in listening and speaking and demonstrate a lower proficiency

areas.

- a. We are not finding a marked difference in the success of ELLS taking their math assessment in native language, this may be attributed to the students own proficiency in beginning language.
- b. This is the first year that we have used the ELL Periodic Assessment so we will have to await the results to incorporate the data in revisiting our instructional plans. The data on ELLS is used by the school leadership team and teacher to plan, to create rigorous lesson plans, and to differential instruction. This data is also used to determine if students are successfully placed in our leveled classes for optimum instructional benefit. Adjustments are made based upon individual data analysis.

Scantron, Acuity, Achieve 3000 and NYESLAT are all used to compile data for the ELLS. Several patterns emerge through the analysis of these programs. vocabulary and the constructs of writing is identified as one area our ELLS need to improve upon. The use of Achieve 3000 in the targeted classes provides weekly and monthly assessments. This data has enables aggressive intervention of specific strategy and performance indicators in reading and writing on an individual basis.

c. Native language is to develop proficiency in areas such as math, science and social studies. Native language arts are infused through the teaching in the content areas for all the bilingual classes. In addition E-skills classes are used to enhance native langauge with instruction in Spanish grammar and writing.

5. N/A

6 .We evaluate the success based on the number of students who are able to increase proficiency level each year.

### Additional Information

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

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		