



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : DR. ROLAND N PATTERSON SCHOOL

DBN : 09X229

PRINCIPAL: EZRA B. MATTHIAS

EMAIL: EMATTHI@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|----------------------------|--|-----------|
| Dr. Ezra Matthias | *Principal or Designee | |
| Mrs. Marcia Sobers-Charles | *Principal or Designee | |
| Ms. Sylvia Herscher | *UFT Chapter Leader or Designee | |
| Ms. Verdell Mack | *PA/PTA President or Designated Co-President | |
| Ms. Sadie James | DC 37 Representative, if applicable | |
| Ms. Doris Tejada | <i>Teacher</i> | |
| Ms. Josephine Thomas | Guidance Counselor | |
| Ms. Sonia Barnett | SLT Chair / Teacher | |
| Ms. Jennifer Edwards | Parent | |
| Ms. Kimkiesha Kirby | Parent | |
| Ms. Latoya Reed | Parent | |
| Ms. Sharmen Norris | Parent | |
| Ms. Jacqueline Barns | Parent | |
| Ms. Alverine Thomas | Parent | |

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Professionally prepare all staff to deconstruct the *common core learning standards* for alignment with **content, skills and assessment.**

Comprehensive needs assessment

Achievement trends - Overall

Data summarized in Table 1 show the performance of students in relation to the 2010-2011 state academic content and student achievement standards. It reveals there was a 38 percent decrease in the percent of students scoring at level 3 and 4 in ELA, and an 18 percent increase in the percent of students scoring at level 3 and 4 in math. The most precipitous drop in school wide ELA performance compared to 2009-2010 was in grade 8. The drop was over 80 percent. Moreover, overall ELA performance trended downward from 18 to 11 percent over the same period. The percent of grade 6 students that performed at 14 percent dropped in 2009-2010 to 11 percent in 2010-2011. And those in grade 7 dropped to 5 percent. Based on these levels of student performance across grades in ELA, all students including individual sub-groups (Blacks or African American, Hispanic or Latino, Students with Disabilities, Limited English proficiency Economically Disadvantaged) failed to meet NCLB performance targets.

Table 1

ELA and Math performance 2010-2011 (Percentage scoring at level 3-4)

| Grade | Math | | ELA | |
|--------------|----------------|------------------|----------------|------------------|
| | 2009-10 | 2010-2011 | 2009-10 | 2010-2011 |
| 6 | 25 | 27 | 14 | 16 |
| 7 | 21 | 40 | 11 | 11 |
| 8 | 34 | 22 | 28 | 5 |
| All | 28 | 33 | 18 | 11 |

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Achievement trends - ELA

Table 2 shows the Average Yearly progress (AYP) distribution of student ELA performance by sub-groups. A key finding is teachers insufficiently use differentiation strategies during classroom instruction. The finding is supported by ongoing classroom observation data. It is also linked to the variability across sub-groups and the spread between performance objective and test performance. This is especially true for the students with disabilities sub-group. The sub-group's test performance data summarized in Table 2 shows that the shortfall is 76 or (110-34) as compared to 50 (108-58) for the LEP sub-group which is the next to last low performing sub-group.

Assumptions and recommendations

Differentiation is defined as the condition where not all students are reached during the lesson because teachers may have employed whole group instructional strategies irrespective of student level, readiness and academic need. Our hunch is, teacher lesson planning including use of student data to modify lessons during independent and group work is not adequately utilized. An attendant occurrence based on observations is students that get it are not empowered with the responsibility to help their colleagues who do not. These are teacher preparation areas, staff is presently engaged in to become proficient. The school is partnering with Collaborative Learning Inc., for teacher preparation services on deconstructing the common core learning standards and aligning assessments to the common core learning standards; and Standardizing instructional plans through improved clarity, consistency, and reliability; and skills and assessments: using data to analyze instruction. The principal is presently enrolled in the common core institute to acquire Common Core Black Belt certification to have the expertise and skills to develop teachers and deepen the college and career readiness work at the school. We have also recently instituted three parallel site based residencies for Network Support consultants to assist teachers in integrating Universal Design for Learning principles in their instruction and adopting the Stanford History Education Groups: Reading like a historian curriculum in social studies classes. In addition, the consultants will be observing and modeling classroom based differentiation activities.

Table 2

School Accountability by Subgroups, test performance and performance objective, ELA

| Accountability Groups | Test Performance | Performance Objective | AYP Status |
|--------------------------------|-------------------------|------------------------------|-------------------|
| Black/African Am. | 85 | 112 | X |
| Hispanic/Latino | 76 | 112 | X |
| Students w/disabilities | 34 | 110 | X |
| LEP | 58 | 108 | X |
| Econ. Disadvantaged | 80 | 114 | X |

NYS Report Card: Accountability and Overview Report, 2010-2011, pg. 9.

Other Considerations

Several other issues correlate with the 2010-2011 student achievement outcomes in math and ELA. These correlations could also be responsible for the perverse achievement outcomes the school has experienced in ELA and math. First, interventions like thinking maps and Achieve3000 are beginning to take root among staff and students. Students are developing fluency with thinking maps and staff is continuing to develop expertise in using the thinking map tools. Also key components like staff development on the Achieve3000 intervention will be intensified so staff will utilize the intervention optimally. Secondly, our students with disability as a sub-group for the most part performed at level one. Table 2 shows the test performance index (34) for students with disabilities as compared as compared to the performance objective (110). New initiatives in addition to the ones discussed above will be used to address the needs of this sub-group. A prescribed reading program and DRA like assessments will be administered periodically to monitor students reading comprehension progress. In addition, a thorough analysis of the rigor in ELA instruction in all grades is warranted.

Performance trends - Mathematics

We saw an uptick in mathematics from 28 percent overall in 2009-2010 to 33 percent in 2010-2011. (See table 1). While there was an increase, the school failed to make the 2010-2011 AYP performance targets of 129. Table 3 summarized the sub-group distribution and performance spreads. Although there was an uptick of 18 percent, we believe we could do significantly better especially for SWD whose math performance trends as in ELA. The test performance index was 80, significantly lower than for the other sub-groups. To arrest the sudden decline in the level of student performance, resources such as AIS and greater use of non-routine problem solving skill development and making connections tasks will be assigned across the grades.

Assumptions and recommendations

We will also be collaborating with AUSSIE for teacher preparation services. The AUSSIE consultant will support teachers, administrators in all aspects of mathematics instruction, student engagement and professional development.

Table 3

School Accountability by Subgroups, test performance and performance objective, Math

| Accountability Groups | Test Performance | Performance Objective | AYP Status |
|--------------------------------|-------------------------|------------------------------|-----------------------|
| Black/African Am. | 113 | 127 | X |
| Hispanic/Latino | 106 | 127 | X |
| Students w/disabilities | 80 | 125 | sh¹ |
| LEP | 92 | 124 | X |

¹ MADE AYP USING SAFE HARBOR TARGET OF 78.

| | | | |
|---------------------|-----|-----|---|
| Econ. Disadvantaged | 109 | 129 | X |
|---------------------|-----|-----|---|

NYS Report Card: Accountability and Overview Report, 2010-2011, pg. 10.

Other Issues

We realize the introduction of common core learning standards (CCLS) will provide the foundation for teachers to develop the capacity to lead students towards college and career readiness. The urgency and importance of this work rest on several assertions. First they have a high level of rigor and represent the largest shift in classroom requirements and expectations. The CCLS work we began for teachers to integrate into their pedagogy has four components. First teachers will continue to use key cognitive strategies including thinking maps to help students acquire the intellectual curiosity for deeper understanding and the ability to analyze data. Second, through the use of informational text students will develop writing and research skills and the attendant extensive content knowledge in core subjects like ELA, Math, Science, Social Studies and the Arts. Third, there is sporadic evidence of students demonstrating they have acquired the academic behaviors to self-monitor and reflect on what is working for them. A next step we want students to climb is how to work independently away from school and beyond the textbook and homework. We would like to see students tasking themselves by spending more time studying and completing tasks that will improve their personal management skills. These speak to why we have to change organization.

Instructional strategies/activities

Objective:

1. By August 15, 2011 school based coaches, supervisors and lead teachers will log into Collaborative Learning Inc., (CLI) instructional planner (IP) tools, create unit and daily plans, enter all information needed in elements² and content, skills assessment and share plans with other teachers.
2. By September 30, 2011 all staff will experience four workshops on how to write content skills and assessment using CLI IP tools.
3. During the month of October supervisors and facilitators would check each week to ensure teachers are confirming what is happening through daily plan area as it relate to content skills and assessment.
4. By October 31, 2011 all staff will participate in school wide discussions about rigor as it relates to the lesson's skill statement.
5. Supervisors will observe during classroom visits the activities that support the level or rigor of the skill statement and the assessment used to measure the skill.
6. By December 14, 2011 all staff will undergo training on standardizing instructional plans through improved clarity, consistency, and reliability.
7. BY June 7, 2012 all staff will receive training on skills and assessment: Using data to analyze instruction.
8. The 2012 NYS assessment results will show NCLB sub-groups, namely, economically disadvantaged, Hispanic and African Americans and special population math and ELA scores grew by 10 and 15 percent respectively.

Strategies to increase parental involvement

Strategies and Incentives

² STANDARDS; UNIT OVERVIEW INCLUDING ESSENTIAL QUESTIONS, CONTENT VOCABULARY, RESOURCES/MATERIALS; THINKING MAPS, DANIELSON TEACHING FRAMEWORK DOMAIN FOCUS; CONTENT, SKILLS, ASSESSMENT; END OF UNIT ASSESSMENT; DAILY LESSON INCLUDING INSTRUCTIONAL STRATEGY, READING STRATEGIES, SKILL AND COGNITIVE DEMANDS.

All parents will be encouraged to attend School Leadership Team (SLT) meetings and to be active participants in the Parent Association. Parents will receive translation services as needed for non-English speaking parents and caregivers. At the beginning of the year, the school orientation meeting was conducted in English, French and in Spanish. Parents were given information about school programs and policies, opportunities for active involvement, and resources for community support. Mandated parent-teacher conferences will be held twice a year at which time all parents are informed of their child's progress. We also have a de facto policy which parents told often – "every day is open school day at IS 229". For non-English or Spanish speaking parents and caregivers every effort is made to find a translator on staff when needed. If a translator is not available from the staff, District or Department of Education resources would be utilized. The Parent Coordinator will be assigned to help meet the needs of non-English speaking parents and caregivers. To meet the requirements of the No Child Left Behind legislation, the school will offer all eligible students Supplemental Educational Services (SES). Parents of students who are eligible for Title I services, may elect for their children to receive supplemental instruction in mathematics and English Language Arts. Services will be provided on Monday - Thursdays from 3:00 p.m. to 5:00 p.m.

The program for family outreach will be coordinated with the Office Parent Engagement parent outreach resources and staffing. A top priority for family outreach will involve increasing attendance and reducing lateness across all grades. The Family Worker and a funded School Aide will coordinate the outreach effort for attendance improvement. In 2010-2011, outreach of this type has resulted in notable improvement in attendance, on some days over 90% of students in attendance. The school utilizes an automated phone dialing system to make calls to student's home regarding attendance, and school activities.

The guidance staff (4 members) will also be part of the parent outreach program. Their efforts will include high school articulation, social services referrals, and counseling. The school will continue to partner with CBOs, namely, the Police Athletic League (PALs), Monroe College, Bronx Community College, Bronx Arts Ensemble, Bronx DA Office, and the Leadership Program which includes a parent outreach component.

Other strategies and incentives

The Parent Association will utilize the newly established parent/family room on the 3rd floor. The room will be equipped with a telephone for outgoing calls within the Bronx. The school will make every effort to provide improved equipment and supplies in order to support parent outreach activities. Parent coordinator will conduct workshops for parents on gang awareness, cyber-bullying, nutrition and ARIS training. In addition, the coordinator as SES liaison between parents and SES providers; host SES fairs during open school or parent events. The coordinator as a member of the attendance committee will conduct home visits to meet with parents to assist those requiring assistance in a variety of their needs.

The guidance/social work team will leverage the high school articulation process to attract parents to the school to conduct online research with their children to identify high school that will best meet the student social and academic needs. They will also host consultation sessions for parent of students 14 years and over who are willing and able to do part-time attachments in places of employment. They will also advise parents and students on the job application process including getting medical clearance and the interview process. Guidance / Social work team also produce mid-marking period academic progress reports for those students who are at risk of failing a core course subject.

Strategies for attracting Highly Qualified Teachers (HQT)

Throughout the year including the summer, the principal and members of the staff recruitment team will attend DOE sponsored job fairs conducted centrally and by borough. The school will also advertized through networks of colleges and colleagues and work closely with the central DOE Office of recruitment and professional development, the office of library services, the Network division of human resources, New York Teaching Fellows Program and Teach for America to obtain the services of qualified teachers. We will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

Service and program coordination

Service levels

We are presently in our second year of running a PAL (Police Athletic League) program. Our program has two components, the evening Teen Center and Summer Youth Program. During the academic school year we open an evening Teen Impact Center which offer opportunities for youth between the age of 12- 17 to engage in sports and recreation, prevention education, life skills rap sessions and one on one positive peer and adult relationships within a Safe Haven. Our Teen Impact Center is open Mondays-Wednesdays from 5pm-8pm.

This past summer, in collaboration with the Bronx District Attorney's office and the New York City's Special Narcotics office, we opened our first Indoor Play Street which served to enrich the summer experience for youth in our community with indoor, adult-supervised recreational, educational and developmental activities during the summer months. The Play Street is a measurable, goal-oriented program with set objectives and performance targets. In addition, PAL has enhanced its activities with a crime prevention curriculum developed by the National Crime Prevention Council.

External Partners

Our After School programs also provide a safe place for students to cultivate their creativity and develop individual and social responsibility through a variety of creative arts and recreational activities. Our programs run Mondays-Saturdays. We make every effort to be inclusive of parents and community members by inviting them to our plays, basketball and football games and coming to see our art exhibits. We have also held in classroom and school wide assemblies on Bullying. We recently hosted a Peace Rally and Panel Discussion at the school in collaboration with parents, state senator; State Assemblywoman, City Councilwoman, NYPD Pct 46, River Park Towers Tenants' Association, NYS Roberto State Park, Local Churches, CBOs and Community Board 5. The theme of the rally was "Stop the erosion of our community and Crime Prevention."

We recognize that parents face multiple challenges in teaching their children about values, how to deal with their emotions, and making healthy choices, in addition to supporting their academic learning needs. For these reasons, in Collaboration with the Leadership Program, the Parent Teacher Association, the School Leadership Team, Parent Coordinator and Guidance Team we will offer a series of

workshops for parents/guardians to help create partnerships with our school and empower them with the necessary tools to contribute to the education and lives of our students. These workshops will be in the following content areas: Personal and Family development, Parents and their Children, Health Nutrition, Academic Development, and Bullying.

Budget and resources alignment

The resources that will be employed are: **Title 1 Corrective 91; Title 1 SWP; TL Fair Student Funding; Contract for Excellence FY 09; TL Parent Coordinator; TL Mandated Speech Shared; TL Mandated Counseling Shared; TL NYSTL Hardware; TL NYSTL Software; TI Computer Maintenance; Title III LEP; TL Funds Over Formula; TL IEP Teacher.**

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Help staff build formative assessments based on what students need to improve and on what the Common Core standards require students know and be able to do.

Comprehensive needs assessment

Problem

Earlier efforts, hitherto 2010-2011, at teaching and learning have focused primarily on outputs, namely, students' NYS summative math and ELA test scores and allowing teachers to teach what they like and how they like. Now and with the introduction of the CCLS we have to do lots of repairs to make AYP by attending to the process of teaching and learning. The jump in text complexity or the lexile range for students encouraged us to establish a path for students to reach their full college and career potential. Rigor as measured by lexile levels has increased significantly with common core. For example, typical text complexity for grade 9 (960 lexile to 1110 lexile) is now associated with grade 4-5 (770-980) under the common core. This is essence the monumental task we face to get staff to raise their game so that student will acquire the skills to be college and career ready.

Need

The instructional team beginning in January will have students reading more informational non-fiction materials because that is what they will be reading later in their careers. We are also prepared to work harder to provide all staff with the skills to get students to write, to inform and persuade. Persuasive writing requires staff to teach students how to convince others. To convince someone is a reasoning and performance task. The skill also involves the use of argument and evidence. The teaching of argument in class requires a high level of teacher immersion in specialized content like science and social studies. This is a must because students have to acquire the appropriate vocabulary for argument and evidence, and teachers need to know science and social studies content to guide students how to argue with supporting evidence.

Assumption

The foregoing is the basis for the urgency to repair our teaching and learning foundation. We have to repair inputs like professional development; selection of curriculum and curriculum materials; unit and lesson planning; instructional support for all students; and the manner we deliver youth development services. We will be guided by Lewin, (1951) three step change theory and Deming (1991) manage the process and not the outcome approach. From this point forward, we will proceed with the obvious. Not through pronouncements but by creating the acceptance space for changing mindsets or unfreezing the existing status quo Lewin (1951). More industriousness will be evident to make sure that supervisory authority and accountability are visible and on task to keep our instructional goals from trending off course. The latter conditions are necessary but not sufficient to repair our teaching and learning foundation. We will be honest about the resources and the talent in our possession to do the repairs. During the month of September, we completed three tasks. We have affirmed the readiness of our talent. We have also established that we have the capability to leverage all resources including budget and time to finish our repairs. Lastly, we saw to it that our designs will give students real opportunities to make sustainable improvements toward becoming college and career ready.

Intervention and recommendations

Through intensive professional development around the CCLS student learning data will be culled from marking period assessment results, teacher observations and other performance tasks. These data overtime will give information about student performance on different measures. The focus on school processes which is a key shift in our practice will tell us how effective is our school programs and interventions. It will also tell us how our classrooms are changing.

The intersection of all four components (student demographic, perceptions, school processes and student learning) allows for the prediction of which actions, processes, and programs will best meet the learning needs of all students. If a program is making a difference in students learning results we can tell which process and program work best for different groups of students with respect to student learning. Our expectation is, once these practices become routine, we would have developed an ethos to greet exterior shocks (new programs/accountability requirements) or change as continuous and ongoing. In this way we will handle change by regularly redirecting what is already in place to ensure ongoing flexibility rather than constantly reacting to shocks and external demands and starting over each time.

Instructional strategies/activities

Objective:

1. By September 30, 2011 every teacher will develop class goals and action plans for each of their students based on their individual data including 2010-2011 performance levels in Math and ELA, DRA, Wade, Baseline-writing.
2. By September 30, all math and ELA teachers will receive training on the school's AYP report with special focus on subgroup performance including school performance targets and actual performance.
3. By November 15 teachers will share with students the ELA and math state curriculum objectives.
4. By December 23, 2011 staff will deliver lessons aligned with the common core standards using tools such as thinking maps and the Danielson Teaching framework.

Strategies to increase parental involvement

Strategies and Incentives

All parents will be encouraged to attend School Leadership Team (SLT) meetings and to be active participants in the Parent Association. Parents will receive translation services as needed for non-English speaking parents and caregivers. At the beginning of the year, the school orientation meeting was conducted in English, French and in Spanish. Parents were given information about school programs and policies, opportunities for active involvement, and resources for community support. Mandated parent-teacher conferences will be held twice a year at which time all parents are informed of their child's progress. We also have a de facto policy which parents told often – "every day is open school day at IS 229". For non-English or Spanish speaking parents and caregivers every effort is made to find a translator on staff when needed. If a translator is not available from the staff, District or Department of Education resources would be utilized. The Parent Coordinator will be assigned to help meet the needs of non-English speaking parents and caregivers. To meet the requirements of the No Child Left Behind legislation, the school will offer all eligible students Supplemental Educational Services (SES). Parents of students who are eligible for Title I services, may elect for their children to receive supplemental instruction in mathematics and English Language Arts. Services will be provided on Monday - Thursdays from 3:00 p.m. to 5:00 p.m.

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was “Stop the erosion of our community and Crime Prevention.”

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Budget and resources alignment

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ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

School based academic programs in ELA, math, French, science, and global studies will be established to identify what students need to know and be able to do to pass the NYS assessments and NYS regents exams in 2012.

Comprehensive needs assessment

Assumptions

The success we have had in preparing high achieving students for academic opportunities that match their abilities led us to expand the subject offerings. Table 4 and 5 illustrates two successful cases. Investments in raising teacher quality through intensive professional development and student academic interventions have resulted in the school making AYP consecutive years (2009-2010 and 2010-2011).

Need

Presently we are doing the feasibility work to decide whether we will offer regents Earth Science and also to ensure that the school continues to meet AYP in science as evidenced by students level 3 and 4 performance.

Table 4 School Assessment Summary Science 2010-2011

| Grade 6, 7, 8 | Percentage scoring at level(s) | | | AYP Status |
|------------------|--------------------------------|-----|---|------------------|
| | 2-4 | 3-4 | 4 | |
| 2010-2011 | 85 | 29 | 2 | Made AYP |
| 2009-2010 | 75 | 34 | 7 | Made AYP |
| 2008-2009 | 76 | 22 | 0 | Did not make AYP |

www.NYstart.gov;

We are doing the same for math because of our successes thus far. Table 5 shows last year 19.4 percent of our grade 8 students earned high school credit. This level of performance far exceeded our peer average which was 7.8 percent but less than the city average which was 22.6 percent. This year we face greater challenges. Key staff member left to become high school teachers. Their replacements are talented but newly minted.

Table 5

Specialized programs (Number of students receiving a passing grade)

| Grade | Regents Math | |
|-------|--------------|------------|
| | 2009-10 | 2010-2011 |
| 6 | n/a | n/a |
| 7 | n/a | n/a |
| 8 | 17/17 | 12/16 |
| n=62 | | 12/62=19.4 |

www.NYStart.gov

As a result, we will focus on developing the current team to become highly qualified so our students will continue to excel in mathematics. The team is presently receiving intensive training from AUSSIE for instructional strategies and providing customized AIS to

targeted students, Lehman College Math Transformation Teacher Institute for pedagogy and deepening content knowledge, Lucy West Metamorphosis for content.

Instructional strategies/activities

Objective:

1. By September 30, 2011 Regents French, science, and global studies programs established and operational.
2. By October 8, 2011 monthly unit assessments in French, science, and global studies administered.
3. Monthly unit assessment results analyzed to ensure that instruction and curriculum are aligned and adequately paced.
4. By October 29, 2011 Marking Period data folio created to store student performance data.
5. By November 15, student Marking Period assessment data analyzed to assess student growth. Findings are shared with students, affective domain team members and households.
6. By February 15, 2012 student academic progress by academic program evaluated to identify and predict student on course to successfully write the Regents and state ELA and Math exams.
7. The percent of students performing at level 3 and 4 on the 2012 NYS ELA exam will increase from 11 percent to 27 percent.
8. The percent of students performing at level 3 and 4 on the 2012 NYS math exam will increase from 33 percent to 43 percent.
9. Over 80 percent of students in each academic program will pass their Regents exam.

Strategies to increase parental involvement

Strategies and Incentives

All parents will be encouraged to attend School Leadership Team (SLT) meetings and to be active participants in the Parent Association. Parents will receive translation services as needed for non-English speaking parents and caregivers. At the beginning of the year, the school orientation meeting was conducted in English, French and in Spanish. Parents were given information about school programs and policies, opportunities for active involvement, and resources for community support. Mandated parent-teacher conferences will be held twice a year at which time all parents are informed of their child's progress. We also have a de facto policy which parents told often – "every day is open school day at IS 229". For non-English or Spanish speaking parents and caregivers every effort is made to find a translator on staff when needed. If a translator is not available from the staff, District or Department of Education resources would be utilized. The Parent Coordinator will be assigned to help meet the needs of non-English speaking parents and caregivers. To meet the requirements of the No Child Left Behind legislation, the school will offer all eligible students Supplemental Educational Services (SES). Parents of students who are eligible for Title I services, may elect for their children to receive supplemental instruction in mathematics and English Language Arts. Services will be provided on Monday - Thursdays from 3:00 p.m. to 5:00 p.m.

The program for family outreach will be coordinated with the Office Parent Engagement parent outreach resources and staffing. A top priority for family outreach will involve increasing attendance and reducing lateness across all grades. The Family Worker and a funded School Aide will coordinate the outreach effort for attendance improvement. In 2009-2010, outreach of this type has resulted in notable improvement in attendance, on some days over 90% of students in attendance. The school utilizes an automated phone dialing system

to make calls to student's home regarding attendance, and school activities.

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Other strategies and incentives

The Parent Association will utilize the newly established parent/family room on the 3rd floor. The room will be equipped with a telephone for outgoing calls within the Bronx. The school will make every effort to provide improved equipment and supplies in order to support parent outreach activities. Parent coordinator will conduct workshops for parents on gang awareness, cyber-bullying, nutrition and ARIS training. In addition, the coordinator as SES liaison between parents and SES providers; host SES fairs during open school or parent events. The coordinator as a member of the attendance committee will conduct home visits to meet with parents to assist those requiring assistance in a variety of their needs.

The guidance/social work team will leverage the high school articulation process to attract parents to the school to conduct online research with their children to identify high school that will best meet the student social and academic needs. They will also host consultation sessions for parent of students 14 years and over who are willing and able to do part-time attachments in places of employment. They will also advise parents and students on the job application process including getting medical clearance and the interview process. Guidance / Social work team also produce mid-marking period academic progress reports for those students who are at risk of failing a core course subject.

Strategies for attracting Highly Qualified Teachers (HQT)

Throughout the year including the summer, the principal and members of the staff recruitment team will attend DOE sponsored job fairs conducted centrally and by borough. The school will also advertized through networks of colleges and colleagues and work closely with the central DOE Office of recruitment and professional development, the office of library services, the Network division of human resources, New York Teaching Fellows Program and Teach for America to obtain the services of qualified teachers. We will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

Service and program coordination

Service levels

We are presently in our second year of running a PAL (Police Athletic League) program. Our program has two components, the evening Teen Center and Summer Youth Program. During the academic school year we open an evening Teen Impact Center which offer opportunities for youth between the age of 12- 17 to engage in sports and recreation, prevention education, life skills rap sessions and

one on one positive peer and adult relationships within a Safe Haven. Our Teen Impact Center is open Mondays-Wednesdays from 5pm-8pm.

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External Partners

Our After School programs also provide a safe place for students to cultivate their creativity and develop individual and social responsibility through a variety of creative arts and recreational activities. Our programs run Mondays-Saturdays. We make every effort to be inclusive of parents and community members by inviting them to our plays, basketball and football games and coming to see our art exhibits. We have also held in classroom and school wide assemblies on Bullying. We recently hosted a Peace Rally and Panel Discussion at the school in collaboration with parents, state senator; State Assemblywoman, City Councilwoman, NYPD Pct 46, River Park Towers Tenants' Association, NYS Roberto State Park, Local Churches, CBOs and Community Board 5. The theme of the rally was "Stop the erosion of our community and Crime Prevention."

We recognize that parents face multiple challenges in teaching their children about values, how to deal with their emotions, and making healthy choices, in addition to supporting their academic learning needs. For these reasons, in Collaboration with the Leadership Program, the Parent Teacher Association, the School Leadership Team, Parent Coordinator and Guidance Team we will offer a series of workshops for parents/guardians to help create partnerships with our school and empower them with the necessary tools to contribute to the education and lives of our students. These workshops will be in the following content areas: Personal and Family development, Parents and their Children, Health Nutrition, Academic Development, and Bullying.

Budget and resources alignment

The resources that will be employed are: **Title 1 Corrective 91; Title 1 SWP; TL Fair Student Funding; Contract for Excellence FY 09; TL Parent Coordinator; TL Mandated Speech Shared; TL Mandated Counseling Shared; TL NYSTL Hardware; TL NYSTL Software; TI Computer Maintenance; Title III LEP; TL Funds Over Formula; TL IEP Teacher.**

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

Establish a Middle School Council consisting of members from the community and the school to shepherd buy in to all school improvement initiatives including implementation of the Common Core standards.

Comprehensive needs assessment

Problem

In my opening day letter to the staff, I stated we will conduct our repairs and we create acceptance space for implementing CCLS throughout the school. The acceptance space is the environment to change mindsets and foster buy in to carry out the common core standards mandate. A middle school council (MSC) was created to ensure that the buy in process stays on track. The following outlines the need and purpose of the council.

Who made the decision to form this council?

The principal did. During the preparation of my 2009-2010 principal performance review the idea of a MSC came up often especially during the need assessment activities. This year I believe we have the level of engagement and capacity required and the talent to operate a successful MSC.

Why was that decision made?

We have a common core implementation mandate. I view the mandate as an exterior shock to our normal school procedures. The shock could knock off balance the school by pitting those who want to sit on the fence with those who want to wait and see and those who want to take on the mandate. We therefore had to develop an ethos to greet exterior shocks or change as continuous and ongoing. In this way we will handle all change by regularly redirecting what is already in place to ensure ongoing flexibility rather than constantly reacting to shocks. Also, when our council includes a variety of viewpoint, the administration's bad ideas are more likely to be challenged.

Who has vested interest in the council's results?

Everyone should. The council's job will be to sell the council and the work it does within their network and the school community.

What are the expectations of the council?

Create the space for full buy in of the common core mandate. The council functions will be the sets of capabilities that the council needs not only to do its work but to be able to work well as a council. The functional areas that the council must be good at include: tasks/technical; building key relationships; monitoring school processes and student learning; maintenance and supervisory authority. In short, the council's mandate is to steer our school on the right instructional path so all students will make adequate progress toward college and career readiness.

What is the nature of the work the council is expected to do?

Each specific role that represents the five functional areas must be aligned with what the council requires for success. For example the council may require a monitor with a strong background in assessment and data analysis.

What is the council trying to accomplish?

The council's goal is to create an empowering team structure to deliver on its potential. Indeed, they have to be the agents of change in the school. The members have to have the self-efficacy and the confidence to take action to redirect instruction toward CCLS. A British commentator once said, schools that are imprecise about discipline end up with a huge amount of confusion with staff taking different views about what is acceptable, and that is when children are taught badly. We have ample evidence that problems in the classroom start when more laissez faire learning activities get in the way of proper teaching. An early undertaking for the council is to work with colleagues and the school community to wipe out all incidences of freewheeling learning activities and adopt a more deliberative teaching and learning process. In addition the MSC will institute strict rules about everything from CCLS implementation to school uniform and discipline onwards.

The MSC consists of members bearing the following functions and teams:

Chart 1

Council members by function and team

| FUNCTION | MEMBER/LEADER | TEAM |
|-------------------------------|-------------------------------|---|
| PD/Technology | Johnson, Teacher | Torres, Colon, Matthias |
| Thinking Maps | Sabatini, Coach/Teacher | Johnson, Ocampo |
| Math PD Provider | Bingham, AUSSIE Consultant | Warren, Salerno, Alexis |
| AIS School Wide/Assessment | Plummer, Torres/Teachers | Moore, Beecher |
| Affective Domain | Roure, Social Worker | Aarons, Dela Cruz, J. Thomas |
| Nutrition and Diet | Tesfa Scott, Dietician | Turner, Escalante |
| Attendance | Beecher/Programmer | Turner, Guischard, Medina, Powell |
| Parent Coordination | Turner, parent Coordinator | Mack, Barnett, Kirby |
| Supervision | Matthias/Principal | Sobers, Alexis |
| Common Core/Network | Marzan, Network | Alexis, Sobers, Moore, Johnson, Palmer |

| | | |
|-------------|-----------------------------|---|
| Liaison | instructional Leader | |
| Library | M. Thomas, Guidance | Ocampo, Kurtz |
| ELLs | Fleuriot, Fletcher/Teachers | Osakwe |
| IEP Liaison | Moore, IEP Teacher | Alexis, Velez, Dela Cruz, Estrada, Tripolini |

Source: IS 229 Middle School Planning Committee Minutes, November 7, 2011

The council meets bi-weekly until December 2011. Thereafter it will meet monthly. To date its work focused on key decisions like common core planning, building capacity, revisiting the school mission and its brand and preparation for the JIT and School Quality Review.

Instructional strategies/activities

Objective:

1. The council meets bi-weekly from September 2011-December 2011. There after it meets monthly.
2. The councils will help monitor daily and foster a common understanding of the vocabulary used in the breakdown of the common core standards.
3. Council members will work with groups of teachers by content area to become better at using the CLI IP tool to develop daily lesson plans.
4. The Council will form sub-committees to conduct inquiry, walkthroughs, quality of life, and health and school environment.
5. By the end of the school year the council will have an empowering team structure for leading school wide improvement by September 2012.

Strategies to increase parental involvement

Strategies and Incentives

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ACADEMIC INTERVENTION SERVICES (AIS)

| | 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 | 15 | 18 | | 14 | 14 | | | |
| 7 | 17 | 5 | | 13 | | 2 | 16 | 2 |
| 8 | 34 | 6 | | 20 | 20 | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

| Name of Academic Intervention Services (AIS) | Description |
|--|--|
| ELA | <p>In English Language Arts (ELA) students were identified for Academic Intervention Services AIS based on the multiple criteria. Our target groups include Level 1s, low Level 2s, holdovers, Long Term ELLs (LTEs) and Students with Interrupted Formal Education (SIFE). The data sources include the 2011 New York State ELA exam as well as our Fall 2011 administration of the Wilson Assessment of Decoding and Encoding (WADE) and the Direct Reading Assessment (DRA).</p> <p>We use the following programs and resources to address the students' needs: 1) Achieve 3000, 2) Wilson, 3) Rewards and 4) Kaplan. Our Tier I AIS services ELA teachers will use the Achieve 3000 online reading program to address students' vocabulary and reading comprehension needs. Students read non-fiction text at their program three times a week. Our Tier II AIS services providers use the following programs or resources: 1) Wilson--The AIS providers meet with small groups, four times a week to teach phonics and phonemic awareness, 2) Rewards—The AIS providers will meet small groups, three times a week to teach fluency, vocabulary and comprehension skills and 3) Kaplan—The AIS providers used Kaplan's <i>Foundations</i> and <i>Focus on Reading</i>. He/she meets with eight to ten students, three times a week to improve students' vocabulary, reading comprehension and writing skills.</p> |
| Mathematics | <p>In Mathematics, students are identified for AIS based on their performance on the 2011 New York State Math Exam. The intensity of the services provided will vary, based on the individual needs of students. State assessments in math showed that most of our students are weak in most skill areas of math especially: number sense with a particular focus on ratio and proportions (including fractions) and general estimation skills and strategies.</p> <p>During our Professional Learning Community our focus is looking at student work. Based on our item analysis of known areas of weakness, we concluded that reading comprehension and vocabulary impede student success in mathematics.</p> <p>Cognizant of these findings, AIS for math will also stress the two key Common Core Standards for Mathematical Practice MP3 –Construct viable arguments and critique the reasoning of others & MP4 –Model with Mathematics. In focusing on these processes students will develop the ability to communicate mathematically in both oral and written form. The small group format of AIS lends itself to meeting this goal.</p> |

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| | <p>Student assessment in mathematics will be based on text-driven materials, teacher-made biweekly assessments, and content evaluations that are part of the Impact Mathematics. Between the formal evaluations are activity-based assessments that measure specific tasks centered on students learning how to observe, listen, and respond in mathematics. There are three assessment units: one in the beginning, middle, and end of the school year. Throughout the year, there are also assessment units that include a variety of short and long-term investigations by students.</p> <p>The school will also utilize student performance data from school and State mathematics assessments, item skills analyses, school practice test administration data, Saturday Academy assessment data, marking period scores, learning walks and classroom observations to evaluate student progress toward meeting the State standards.</p> |
| <p>Science</p> | <p>The Dr. Roland N. Patterson School at Intermediate School 229 met the AYP targets in the area of science for two consecutive academic school years 2009-2010 and 2010-2011. Thus removing the school from the SINI designation. Prior, as far back as the 2005-2006 students' achievement fluctuated. The students would achieve mastery as measured by the New York State Science Test for one year and not the succeeding year.</p> <p>One of the major areas of concern continues to be the moderate achievement of students in science, particularly African American Males, ELL's and Special Education students.</p> <p>During our Professional Learning Community our focus is looking at student work. Based on our item analysis of known areas of weakness, we concluded that reading comprehension and vocabulary impede student success in science.</p> <p>Based on these findings, students will have the opportunity to develop science concepts and skills through reading, writing and laboratory experiments. This initiative will cover living environment and physical setting resources using the Common Core Standards for Science, Key Ideas, Performance Indicators and intermediate skills. Students will practice with multiple choice questions, short answers, constructed responses, including extended constructed responses.</p> <p>Student assessment in science will be based on text-driven materials, teacher-made assessments, and content evaluations that are part of the Glencoe Science Text and Experiment hybrid science program. Between the formal evaluations are concepts and skills and</p> |

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| | <p>performance- based activities and assessments that measure specific tasks centered on students learning in science. There are three assessment units: one in the beginning, middle, and end of the school year. Throughout the year, there are also assessment units that include a variety of short and long-term investigations by students.</p> |
| <p>Social Studies</p> | <p>Students are identified for Social Studies AIS in based on their performance on the 2011 ELA exam and their DRA level for non-fiction text. Our Social Studies and ELA AIS focus are closely aligned since we are implementing the Common Core Standards for ELA and content area. Our ELA teachers provide Tier I intervention using the Achieve 3000 program, which targets students' vocabulary development and comprehension of non-fiction text. Our Tier II AIS providers use Kaplan's <i>Focus on Reading</i> and Breakthroughs Critical Reading to target reading comprehension skills for literature and informational text for our Level 2 students, holdovers and LTEs. The AIS providers meet with students at two or three times a week.</p> |
| <p>At-risk Services provided by the Guidance Counselor</p> | <p>School counselors will provide guidance and crisis counseling services during the school day, two periods a week or more frequently if needed, in small groups and individual sessions to all students especially SWD, LEP, Black, Hispanic, and Economically Disadvantaged students in grades 6 and 8. The service will be offered in English and Spanish. Students will be assisted in learning how to deal with various personal issues including school, friends, family, current events and off campus.</p> |
| <p>At-risk Services provided by the School Psychologist</p> | <ul style="list-style-type: none"> *Provide observations of student in various settings. *Inform the teacher/ related service provider of strategies to alleviate the poor behaviors such as: teaching the student problem solving skills, identifying goals and objectives, developing strategies, developing a plan of action and carrying out that plan. *Provide parent/family with outside/community resources that can aid in the progression of their child. *Conference with related service provider, review of records. *Inform teacher of in classroom strategies such as preventing the student from becoming over stimulated by particular activities. * Method for delivery will be determined case by case *All services to be provided during the school day |
| <p>At-risk Services provided by the Social Worker</p> | <p>Social Worker will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely</p> |

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| | affecting student academic progress. |
| At-risk Health-related Services | Students will be given one on one interventions during this time to improve their at risk condition. |

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with Common Core Standards to enable participating children to meet the Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09x229 School Name: Dr. Roland N. Patterson

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Data from the 2011 English Language Arts instruction (ELA) indicate that only 11% of students met or exceeded the standard. Data for our subgroups indicate only 14% of African American males and 2% of students with disabilities meet the standards for ELA. None of the English Language Learners (ELLs) met the standards. As a result, the school did not meet AYP for any of these sub groups. The following academic issues were cited as causes a) alignment of instruction, b) differentiation and c) rigor. The ELA instruction is not meeting the specific needs of these NCLB subgroups.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

In an effort to support improved academic achievement, the Achieve 3000 program will be used twice a week for Tier I intervention to improve reading comprehension and build vocabulary, particularly for ELLs. Students who are Level 1s and low Level 2s will be targeted for Tier II Academic Intervention Services in ELA at least three times a week. The AIS teacher will provide instruction using the Wilson program, particularly for the students with learning disabilities. Other AIS teacher will provide instruction using Kaplan's Foundations. In addition, teachers who are native Spanish speakers will provide native language support for or Spanish speaking ELLs in social studies and science to improve their literacy skills in the content areas.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The school will invest in consulting and coaching services from Kaplan. A Kaplan consultant will provide professional development focused on differentiated instruction with an emphasis on understanding a) the needs of culturally and linguistically diverse students and b) learning styles. The Kaplan coach will visit weekly to co-teach, observe and model with/ for ELA teachers in grades 6-8. The coach will assist ELA teachers in planning daily lessons aligned with the Common Core Standards. ELA teachers will have access to Kaplan's online instructional resources to support differentiated instruction. The instructional support ELA teachers will receive in planning and delivering instruction will result in improved student achievement, particularly for the sub groups identified above.

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

The newest ELA teacher is part of the DoE mentoring program. She is paired with a more experienced teacher in the school, who provides classroom management support. She is also paired with a mentor from Fordham University who meets with her in school at least twice a month.

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.

The principal will issue a letter to parents in English, Spanish and French regarding the school's status as a SINI school. The principal will also give updates during the monthly School Leadership meetings.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|--------------------|----------------------|--------------------------|
| Cluster Leader/Network Leader Christopher Groll | District 09 | Borough Bronx | School Number 229 |
| School Name Dr. Roland N. Patterson | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|---|--|
| Principal Dr. Ezra Matthias | Assistant Principal Marcia Sobers-Charles |
| Coach N/A | Coach N/A |
| ESL Teacher H. Fletcher | Guidance Counselor Ingri Dela Cruz |
| Teacher/Subject Area M. Etisi/Social Studies | Parent |
| Teacher/Subject Area N/A | Parent Coordinator Christine Turner |
| Related Service Provider | Other N/A |
| Network Leader Varlerton McDonald | Other N/A |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 2 | Number of certified bilingual teachers | 2 | Number of certified NLA/foreign language teachers | 1 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total number of students in school | 222 | Total Number of ELLs | 45 | ELLs as share of total student population (%) | 20.27% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

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. 

The first day ELL parents come in to register their children, the office staff responsible for student registration will take the parent's information. Once the office staff is aware that the child is new to the Department of Education (DoE) system and the home language is one other than English the staff member notifies one of our licensed and certified English as a Second Language (ESL) teachers immediately. The ESL teacher administers the Home Language Identification Survey (HLIS) and conducts an oral interview in English. If the ESL staff member does not speak the parent's native language he/she contacts the Translation and Interpretation unit to have someone communicate with the parent in their native language.

Parents have the opportunity to view the parent orientation video during their initial visit. If this is not feasible then the parent and the child are invited to attend an English Language Learner (ELL) Parent Orientation Session within the first three days that the student is registered. Letters or flyers printed in English, Spanish and French are sent out to parents regarding the ELL parent orientation session if the orientation does not occur on the first day. Additionally, we use our phone message system or home visits to remind parents of the upcoming meetings or conferences at least a week in advance. During the orientation parents obtain any additional information relevant to ELLs.

After viewing the video, which explains the three program options, the ESL teacher reviews the three program options: Transitional Bilingual, Dual Language and Free Standing ESL. As needed we will contact the translation unit for assistance in translating the information into languages other than Spanish or French. Subsequently parents are asked to complete the Parent Survey and Program Selection Form. If the parent does not complete the Parent Survey and Program Selection Form during the orientation session then they are given seven days to submit it. Once we receive the completed forms copies are made, the original is placed in the student's cumulative record file and a copy is placed on file with the supervisor of ELLs.

If the parent chooses a program that we do not offer then the ESL teacher explains to the parent that 1) we currently offer Free Standing English as a Second Language, 2) the parent has a right to transfer their child to a school that has their desired program and 3) a Dual Language or Transitional Bilingual program will be implemented if parents still express interest and the following conditions exist: a) there are at least 15 students in a grade speaking the same language or b) there are 15 students across two consecutive grades with the same native language. Once 15 students of the same native language meet the conditions described above the following process will go into effect 1) a letter will be sent to parents, in their native language, informing them that their desired program can be implemented, 2) once 15 parents indicate they are still interested in the program, 3) bilingual staff members are assigned or hired, 4) schedules are prepared for the students and the teachers and 5) a parent orientation will be scheduled before the program begins.

After the initial parent orientation, subsequent meetings are scheduled during our Parent-Teacher Conferences to address parents needs. Since our ELLs are admitted throughout the year, additional meetings will be scheduled as needed. In the event a parent is unable to attend the orientation sessions we schedule one-to-one meeting.

The next step in the identification process is the administration of the formal assessment. After ELLs are enrolled the ESL teachers administer the Language Assessment Battery (LAB)-R within the first 10 days of their arrival. Once the student takes the LAB-R and their exam is hand scored. If an ELL is eligible for the Spanish LAB he/she will be given that exam as well. The ESL teacher identifies the student as a Beginner, an Intermediate or an Advanced ELL and keeps a record of students' scores. The LAB-R is then submitted to the appropriate assessment facilitator at the district level. The ESL teacher then gives the student an Entitlement Letter in English, Spanish or French and must return the signed copy within seven days. Before giving the student the Entitlement Letter, a copy is placed in the child's cumulative record file and a copy is placed on file with the supervisor of ELLs. If the letter is not available in the parent's native language it is translated before the parent receives it. During this time the ESL teacher and/or parent coordinator will follow up on any questions the parents may have and to let them know if the signed Entitlement Letter is not returned then their child will be automatically identified as a student in need of a Transitional Bilingual program. Once the parent returns the signed letter the student is assigned a permanent class. After new ELLs are assigned to a class, parents are sent a placement letter in his/her native language indicating that their child will receive ESL services. A copy of the Placement letter is put into the student's cumulative record file and a copy is kept on file with the supervisor of ELLs.

As the ELL students continue their education within the DOE system each year they take the New York State English as a Second Language Achievement Test (NYSESLAT). Prior to the administration of the NYSESLAT, there are periodic reviews of the RLER, which is the ATS report indicating the students eligible to take the NYSESLAT. All ELLs who have not achieved proficiency on the previous year's NYSESLAT continue to receive ESL services. At the beginning of the school year, the parents of these students are sent a Continued Entitlement Letter in their native language. Parents continue to receive this letter each year until their child becomes proficient. A copy of this letter is kept on file with the supervisor of ELLs. The ESL teachers work in conjunction with the school's Test Coordinator and Test Administrator to update the list of students eligible to take the test and those students who are no longer eligible. The ESL teachers provide direct test prep instruction in preparation for the NYSESLAT when they service the students. Before the test administration period, the ESL Teacher and the Test Coordinator will group the students according to their grade level band and test modifications (if necessary). At the beginning of the NYSESLAT administration period the ESL teachers will assess students individually for the speaking portion of the exam and subsequently assess groups of students in the remaining three modalities on the dates specified. Any students who were absent for any portion of the exam are given an opportunity to take a make up.

Within the past two years our Parent Survey and Program Selection Forms indicated that approximately 97% of our parents requested Free Standing ESL. Almost all of the parents for our francophone ELL population, the remaining African ELL population and the majority of our Spanish ELL population request Free Standing ESL. As our francophone population grows it is very likely we may implement other programs, either Transitional Bilingual or Dual Language in French if parents opt for it. If the trend shifts for our Spanish ELLs we may implement a Spanish bilingual or dual language program as well. We will survey parents to identify their program preference for the next school year. The first day ELL parents come in to register their children, the office staff responsible for student registration will take the parent's information. Once the office staff is aware that the child is new to the Department of Education (DoE) system and the home language is one other than English the staff member notifies one of our licensed and certified English as a Second Language (ESL) teachers immediately. The ESL teacher administers the Home Language Identification Survey (HLIS) and conducts an oral interview in English. If the ESL staff member does not speak the parent's native language he/she contacts the Translation and Interpretation unit to have someone communicate with the parent in their native language.

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If the parent chooses a program that we do not offer then the ESL teacher explains to the parent that 1) we currently offer Free Standing English as a Second Language or Transitional Bilingual Education (TBE) programs, 2) we can transfer their child to a school that has their desired program and 3) a Dual Language or Transitional Bilingual Education program can be implemented if parents still express interest and the following conditions exist: a) there are at least 15 students in the language or b) there are 15 students across two consecutive grades with the same native language. Once 15 students of the same native language meet the conditions described above the following process will go into effect 1) a letter will be sent to parents, in their native language, informing them that their desired program can be implemented, 2) once 15 parents indicate they are still interested in the program, 3) bilingual staff members are assigned or hired, 4) schedules are prepared for the students and the teachers and 5) a parent orientation will be scheduled before the program begins.

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

- 6
 7
 8
 9
 10
 11
 12

After the initial parent orientation, subsequent meetings are scheduled during our Parent-Teacher Conferences to address parents needs. Since our ELLs are admitted throughout the year, additional meetings will be scheduled as needed. In the event a parent is unable to attend the orientation sessions we schedule one-to-one meeting.

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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

This school offers (check all that apply):

| | | | |
|--|--------------------------------------|-------------------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained Push-In | | | | | | | 1 | 1 | 2 | | | | | 4 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 7 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 45 | Newcomers (ELLs receiving service 0-3 years) | 17 | Special Education | 18 |
| SIFE | 2 | ELLs receiving service 4-6 years | 17 | Long-Term (completed 6 years) | 11 |

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 | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 17 | 2 | 8 | 17 | 0 | 6 | 11 | 0 | 7 | 45 |
| Total | 17 | 2 | 8 | 17 | 0 | 6 | 11 | 0 | 7 | 45 |

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish | | | | | | | | | | | | | | 0 |
| 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 |
| TOTAL | 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 | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | EL L | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 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: ____ |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: ____ |

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 | | 0 | 0 | 0 | 0 | 0 | 9 | 19 | 9 | | | | | 37 |
| Chinese | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Russian | | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Bengali | | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | 2 | 3 | | | | | 5 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 1 | 0 | 2 | | | | | 3 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 21 | 14 | 0 | 0 | 0 | 0 | 45 |

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our English Language Learners (ELL) receive Free Standing ESL instruction. The ESL teachers' schedule indicate eight 45-minute periods of push-in or pull-out instruction for the beginners and intermediates and four 45-minute periods of push-in or pull-out instruction for the advanced students. Students are heterogeneously grouped by proficiency levels for instruction. As per the mandated instructional units under CR Part 154, the ESL teachers provide 360 minutes of ESL instruction for beginner and intermediate ELLs and 180 minutes of ESL instruction for advanced ELLs weekly. The advanced students also receive 180 minutes of ELA instruction weekly from a English Language Arts teacher. For our Spanish speaking ELLs, two bilingual teachers provide native language support in social studies, science and/or math. Our francophone ELLs receive native language support in a French class, which is taught by a licensed foreign language teacher.

Our ELLs are instructed in English for all content area with the exception of French. During the 2010-2011 school year we began using Thinking Maps as visual tools to support critical thinking. Teachers and students use the eight Thinking Maps to define a topic in context, create analogies, describe, compare/contrast, sequence, classify, and examine whole- to-part relationships. The ESL teachers use the Maps as visual aides, particularly for our ELLs with special needs, and as scaffolding tools for students written and verbal English. The ESL teachers also paraphrase the content, use repetition, engage students in role play and uses kinesthetic activities to aid students' comprehension of abstract concepts and vocabulary. For pull-out instruction, he/she uses Inside curriculum materials in conjunction with the strategies noted above to aid students' comprehension and vocabulary development in English.

In order to differentiate instruction for our ELLs we analyze the most current student data including the results of the New York State English Language Arts (ELA), the NYSESLAT and the LAB-R. In addition to the state assessments we analyze the results of the Wade, the DRA and our school-wide writing assessment. Based on this data students receive instruction using the Wilson Program, Rewards Reading and Kaplan resources. We will also use the Achieve 3000 program, a web-based reading program, to differentiate our reading instruction. The ESL teacher use the Inside program which has curriculum materials differentiated for Beginners, Intermediate ELLs and Advanced ELLs. The ESL teacher will continue to use these curriculum materials including leveled texts, computer adaptive software and online assessments. As next steps the ESL and ELA teacher will 1) provide more opportunities for ELLs to listen to text read aloud or on tape in English and 2) engage in independent reading in English as well as independent reading in Spanish for native language support. We need additional instructional materials in French for native language support.

The Newcomers receive eight periods of ESL instruction once they are identified as a Beginner or Intermediate level student. Depending on their literacy skills in their native language, Newcomers will use the Achieve 3000 program to improve their reading and writing proficiency. The Spanish speaking Newcomers can access the program in Spanish, as needed. However, a review of the 2010-2011 Achieve 3000 data indicated that the ELLs in special education class did not make as many gains as the ELLs in general education classes. As a result, most of the ELLs in special education classes receive instruction in the Wilson program five times a week during ELA.

Currently we have two SIFE students: one student is a native Spanish speaker and the other student's native language is Dejula. Both

A. Programming and Scheduling Information

students performed at the Intermediate level for the Listening and Speaking portion of the 2011 NYSESLAT and at the Beginner Level for the Reading and Writing portion of the assessment. The ESL teacher provide eight periods of ESL language instruction for these students. They students receive at least three periods of AIS services a week to improve their reading and writing skills. The AIS teacher provides native language support for the SIFE student who is a native Spanish speaker. In addition, both students participate in the 37 ½ minutes instructional program Monday through Thursday.

We use the WADE or DRA to assess the reading rate and/or comprehension level of the students who have been ELLs for 4-6 years. We also use writing assessment to determine writing skills. The students will take the DRA and/or WADE again in the Spring of 2012 in addition to the ELL Interim Assessment. The data from these assessments are used to organize the students for their Academic Intervention Service (AIS) groups for ELA. These students will continue to use Achieve 3000.

We have 11 Long Term ELLs (LTEs): seven have IEPs, one is a student who is assessed yearly with the New York State Alternate Assessments and three students who transferred to the school this year. The 6th grade LTE has been proficient in Listening and Speaking portion and advanced level in the Reading and Writing of the NYSESLAT for the past three years. In the 7th grade the students are proficient or advanced in Listening and Speaking portion and they are at the advanced or intermediate level in the Reading and Writing portion of the exam. All of our LTEs in the 8th grade are proficient in Listening and Speaking portion, but are only at the intermediate or beginner level in the Reading and Writing portion of the exam. We use the WADE or DRA to assess the reading rate and/or comprehension level of the students who have been ELLs 4-6. We also use a schoolwide writing assessments to determine writing skills and measure their progress. The data from these assessments are used to organize the students for their Academic Intervention Service (AIS) groups for ELA. We continue to use Achieve 3000 for our general education ELLs and some of the ELLs with special needs. The majority of LTEs with special needs will receive instruction via the Wilson program. Since most of our LTEs are not yet proficient in reading and writing, ESL teacher will target reading and writing primarily as they use the Inside curriculum to service the students. As we align content areas instruction with the Common Core Standards, content area teachers will target reading and writing skills within their respective subjects.

ELLs with special needs have several opportunities to interact with their monolingual peers in general education classes. We have ELLs with special in a Collaborative Team Teaching (CTT) in the 7th and the 8th grades. Students are programmed for an advisory group twice a week, which includes general education students, and native English speakers. Students are programmed for physical education classes with monolingual students in general education classes. In addition, all students on a grade level are assigned to the same cafeteria for lunch.

To ensure that our ELLs with special needs receive their mandated services. Related Service providers, the IEP teacher and the special education teacher review the student's IEPs to determine which services are needed. The providers coordinate their schedules so that the students receive the mandated periods for counseling, speech etc. The ESL teacher and related service providers coordinate their schedules to ensure that the students receive the mandated periods for each service including the mandated minutes for ESL instruction. Students are grouped by grade level for their related services. There is a counselor assigned to each grade and meets with students accordingly. In instances where students are overage. They counselor will cluster these students together for group counseling. The speech provider will service the students by grade. The ESL teachers provide instruction by grade and proficiency level.

Most often we are unaware of who our new ELL students are before the school year begins, many of them enroll at the beginning of the school year and enrollment continues thereafter. In an effort to acclimate our ELL students to life in middle school in the United States

Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|-------------------------------|--|
| 100% | Dual Language |
| 75% | |
| 50% | |
| 25% | |
| 0% | |
| 100% | Freestanding ESL |
| 75% | |
| 50% | |
| 25% | |
| 0% | |

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

As we continue with our Free Standing ESL program we will continue to use Inside, Achieve 3000 and Wilson programs. ELLs who are native Spanish speakers will have access to the English and Spanish version of math, science and social studies curriculum materials. While the students receive content area instruction in English, our Spanish speaking ELLs also receive native language support in math, science and social studies. A bilingual math teacher is paired with the monolingual math teacher in the upper grades and another bilingual teacher is paired with the social studies and science teachers in the 6th grade. The francophone ELLs have French as an elective for native language support.

After our ELLs reach proficiency on the NYSESLAT they still receive AIS support for ELA. We use Kaplan resources including Kaplan Foundations, which targets vocabulary, reading comprehension and writing conventions. These students will still have an opportunity to use the Achieve 3000 program. In addition, we intend to use Kaplan's Smart Track, a web-based reading and math program. We piloted the program during our ELL summer program and receive positive feedback from the ESL teacher regarding the students' progress using the program. For additional reading and math instruction, we strongly encourage the ELLs to participate in the Supplementary Educational Services (SES) for individual or group tutoring. They also have the opportunity to participate in Excel, an afterschool program which focuses on math, science and technology. We anticipate having a Saturday Academy for ELLs to move them towards proficiency on the NYSESLAT.

Apart from the curriculum resources, many of the ELLs participate in our recreational program which includes the following clubs: Art, Drama, Costume Design, Set Design, Dance, Creative Stiches and French Heritage . Our partner organization, the Leadership Program, offers flag football, basketball and soccer, which most of our ELLs participate in. The recreational program is funded by the 21Century Grant.

As of last year we hosted the Police Athletic League's (PAL) program, which some of our ELLs also participate in. We are still challenged in planning activities to for our Newcomers before they enroll due to the fact that our Newcomers typically enroll any time after the school year has started. However, our Newcomers are encouraged by staff and their peers to participate in the extracurricular activities. Their participation in these activities contributes greatly to their acclimation to the school community as well as their assimilation into American culture.

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

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)?

NA

| | | | |
|--|-----------------------|-----------------------|--------------------|
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |
|--|-----------------------|-----------------------|--------------------|

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.

Our professional learning sessions for our ESL teachers, special education teachers, content area teachers include the following topics: a) the use of data to drive instruction, b) looking at student work, c) differentiating instruction d) using ESL strategies in the content areas e) developing academic vocabulary, f) writing in the content areas for ELLs, g) lesson planning, h) Achieve 3000 training, i) QTEL training and j) Thinking Maps training. Our most recent school wide initiative is an online curriculum planning tool sponsored by Collaborative Learning Inc. The staff continues to receive professional development around the use of CLI's tools for curriculum planning and deconstruction of the Common Core Standards. Our guidance staff and Parent coordinator attend professional learning sessions offered by our network organization as well as the DOE's seminars, workshops and training sessions.

Professional Development Calendar

| | | | |
|-----------------------|----------------------------------|---|--|
| August 9, 2011 | Online Curriculum Mapping | Developing Curriculum Unit | Select Staff |
| August 30 & 31, 2011 | Common Core | Common Core Roll Out | New Staff |
| SEPTEMBER | | | |
| September 7, 2011 | Curriculum Mapping | Curriculum Mapping | All Staff |
| September 15, 2011 | Thinking Maps | Thinking Maps Training | New Staff & Select Staff |
| September 15, 2011 | Special Education Reform-Phase I | Encounter Attendance Training | Related Service Staff |
| September 20, 2011 | Special Education Reform-Phase I | SEGIS/Accessing IEPs | 6th Grade Staff |
| September 21, 2011 | Special Education Reform-Phase I | SEGIS/Accessing IEPs | 7th & 8th Grade Staff |
| September 21, 2011 | Special Education Reform-Phase I | Chapter 408 | Paraprofessionals |
| September 22, 2011 | Common Core | Transitioning to the Common Core | Select Staff |
| September 22, 2011 | Mentoring | Mentoring Training | Select Staff |
| September 27, 2011 | Metamorphosis | Math Instruction | Math Staff |
| OCTOBER | | | |
| October 2011 | Instruction Expectations | Supervisory Feedback/ Rigorous Planning | Assistant Principal |
| October 2011 | Thinking Maps | Translating Graphic Organizers | All Staff |
| October 2011 | Thinking Maps | Note Taking Strategies | All Staff |
| October 2011 | LAP | Nuts and Bolts of the LAP | AP/ESL Teacher |
| October 2011 | Title IID | Instructional Technology | Math Teacher of ELLs |
| NOVEMBER | | | |
| November 2011 | Thinking Maps | Reading Comprehension Strategies | All Staff |
| November 2011 | Thinking Maps | Applying Thinking Maps to Content | All Staff |
| November 2011 | Curriculum Development | Cognitive Demand/Project Based Learning | All Staff |
| DECEMBER | | | |
| December 15 & 16 2011 | ELLs with Special Needs | Assessment, Placement and Parent Involvement | 7 th /8 th Grade ESL Teacher |
| JANUARY | | | |
| January 6, 2012 | ELLs & Special Needs | Improving Outcomes for All English Language Learners & Students with Disabilities | ESL Teachers |
| January 13, 2012 | ELLs & Special Needs | Strategies to Improve Instruction | Content Area Teachers |
| January 19, 2012 | Improving Student Achievement | Vocabulary Development for ELLs | Content Area Teachers |
| FEBRUARY | | | |
| February 7, 2012 | ELLs & Special Needs | Improving Outcomes for All English Language Learners & Students with Disabilities | Content Area Teachers |

We will survey the staff to determine who has/has not received Jose P. training. Those staff members who have not been trained will have the opportunity to participate in Jose P. training, at different intervals throughout the year. The staff is also encouraged to revisit their training via follow up professional sessions offered by our school, our network organization, the United Federation of Teachers, the Office of English Language Learners as well as colleges and universities. A copy of teacher's training documentation i.e. certificate of attendance, certificate of completion will be kept on file with other professional development documents.

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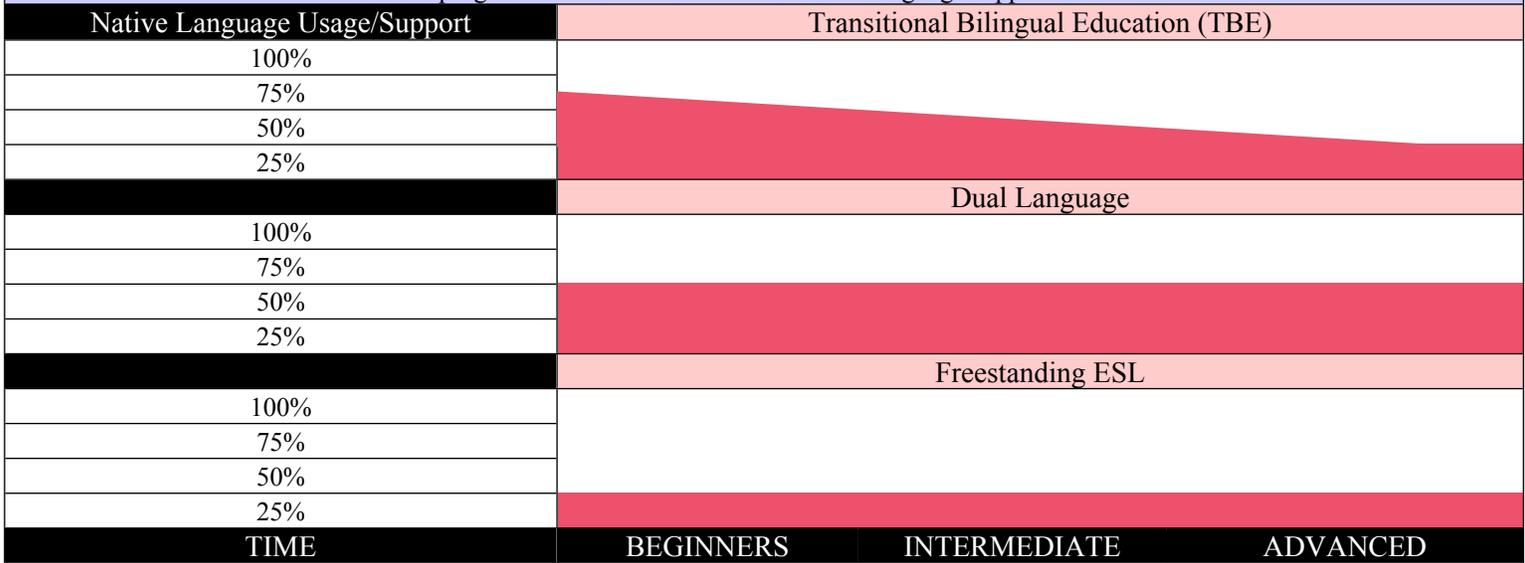
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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?

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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| JANUARY | | | |
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| January 13, 2012 | ELLs & Special Needs | Strategies to Improve Instruction | Content Area Teachers |
| January 19, 2012 | Improving Student Achievement | Vocabulary Development for ELLs | Content Area Teachers |
| FEBRUARY | | | |
| February 7, 2012 | ELLs & Special Needs | Improving Outcomes for All English Language Learners & Students with Disabilities | Content Area Teachers |

We will survey the staff to determine who has/has not received Jose P. training. Those staff members who have not been trained will have the opportunity to participate in Jose P. training, at different intervals throughout the year. The staff is also encouraged to revisit their training via follow up professional sessions offered by our school, our network organization, the United Federation of Teachers, the Office of English Language Learners as well as colleges and universities. A copy of teacher's training documentation i.e. certificate of attendance, certificate of completion will be kept on file with other professional development documents.

Predictive administered in Spring 2011 accurately predicted the proficiency level for 50% of the 6th grader, 50% of the 7th graders and 100% of the 8th graders. The 2011 ELA results revealed greater consistency with students performance on the 2011 NYSESLAT. More than 90% of the ELLs at the beginner or intermediate level are Level 1s and more than 90% of the ELLs at the advanced level are Level 2s. Currently none of the ELLs are Level 3s or 4s in ELA and only 4% are Level 3s in math.

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.

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.

Our professional learning sessions for our ESL teachers, special education teachers, content area teachers include the following topics: a) the use of data to drive instruction, b) looking at student work, c) differentiating instruction d) using ESL strategies in the content areas e) developing academic vocabulary, f) writing in the content areas for ELLs, g) lesson planning, h) Achieve 3000 training, i) QTEL training and j) Thinking Maps training. Our most recent school wide initiative is an online curriculum planning tool sponsored by Collaborative Learning Inc. The staff continues to receive professional development around the use of CLI's tools for curriculum planning and deconstruction of the Common Core Standards. Our guidance staff and Parent coordinator attend professional learning sessions offered by our network organization as well as the DOE's seminars, workshops and training sessions.

Professional Development Calendar

| | | | |
|-----------------------|----------------------------------|---|--|
| August 9, 2011 | Online Curriculum Mapping | Developing Curriculum Unit | Select Staff |
| August 30 & 31, 2011 | Common Core | Common Core Roll Out | New Staff |
| SEPTEMBER | | | |
| September 7, 2011 | Curriculum Mapping | Curriculum Mapping | All Staff |
| September 15, 2011 | Thinking Maps | Thinking Maps Training | New Staff & Select Staff |
| September 15, 2011 | Special Education Reform-Phase I | Encounter Attendance Training | Related Service Staff |
| September 20, 2011 | Special Education Reform-Phase I | SEGIS/Accessing IEPs | 6th Grade Staff |
| September 21, 2011 | Special Education Reform-Phase I | SEGIS/Accessing IEPs | 7th & 8th Grade Staff |
| September 21, 2011 | Special Education Reform-Phase I | Chapter 408 | Paraprofessionals |
| September 22, 2011 | Common Core | Transitioning to the Common Core | Select Staff |
| September 22, 2011 | Mentoring | Mentoring Training | Select Staff |
| September 27, 2011 | Metamorphosis | Math Instruction | Math Staff |
| OCTOBER | | | |
| October 2011 | Instruction Expectations | Supervisory Feedback/ Rigorous Planning | Assistant Principal |
| October 2011 | Thinking Maps | Translating Graphic Organizers | All Staff |
| October 2011 | Thinking Maps | Note Taking Strategies | All Staff |
| October 2011 | LAP | Nuts and Bolts of the LAP | AP/ESL Teacher |
| October 2011 | Title IID | Instructional Technology | Math Teacher of ELLs |
| NOVEMBER | | | |
| November 2011 | Thinking Maps | Reading Comprehension Strategies | All Staff |
| November 2011 | Thinking Maps | Applying Thinking Maps to Content | All Staff |
| November 2011 | Curriculum Development | Cognitive Demand/Project Based Learning | All Staff |
| DECEMBER | | | |
| December 15 & 16 2011 | ELLs with Special Needs | Assessment, Placement and Parent Involvement | 7 th /8 th Grade ESL Teacher |
| JANUARY | | | |
| January 6, 2012 | ELLs & Special Needs | Improving Outcomes for All English Language Learners & Students with Disabilities | ESL Teachers |
| January 13, 2012 | ELLs & Special Needs | Strategies to Improve Instruction | Content Area Teachers |
| January 19, 2012 | Improving Student Achievement | Vocabulary Development for ELLs | Content Area Teachers |
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| | | | |
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| August 30 & 31, 2011 | Common Core | Common Core Roll Out | New Staff |
| SEPTEMBER | | | |
| September 7, 2011 | Curriculum Mapping | Curriculum Mapping | All Staff |
| September 15, 2011 | Thinking Maps | Thinking Maps Training | New Staff & Select Staff |
| September 15, 2011 | Special Education Reform-Phase I | Encounter Attendance Training | Related Service Staff |
| September 20, 2011 | Special Education Reform-Phase I | SEGIS/Assessing IEPs | 6th Grade Staff |
| September 21, 2011 | Special Education Reform-Phase I | SEGIS/Assessing IEPs | 7th & 8th Grade Staff |
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| November 2011 | Curriculum Development | Cognitive Demand/Project Based Learning | All Staff |
| DECEMBER | | | |
| December 15 & 16 2011 | ELLs with Special Needs | Assessment, Placement and Parent Involvement | 7 th /8 th Grade ESL Teacher |
| JANUARY | | | |
| January 6, 2012 | ELLs & Special Needs | Improving Outcomes for All English Language Learners & Students with Disabilities | ESL Teachers |
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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?

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?

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) | | | | | | | 5 | 7 | 6 | | | | | 18 |
| Intermediate(I) | | | | | | | | 5 | 8 | | | | | 13 |
| Advanced (A) | | | | | | | 5 | 9 | 0 | | | | | 14 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 21 | 14 | 0 | 0 | 0 | 0 | 45 |

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

| 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 | 6 | 3 | | | 9 |
| 7 | 12 | 5 | | | 17 |
| 8 | 9 | 1 | | | 10 |
| 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 | 5 | | 5 | | | | | | 10 |
| 7 | 9 | | 5 | 3 | 1 | | | | 18 |
| 8 | 4 | | 6 | 1 | 3 | | | | 14 |
| 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 | | | | | | | | | 0 |
| 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 | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|----------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| 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) | | | | | | | | |
| 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.

The assessment tools we use are the DRA, WADE, a writing baseline, the ELL predictive. The DRA results indicate that most of our ELLs, except New Comers, are reading two grade level below on average; however we have one 8th grade ELL student who is reading at a 9th grade level. Most of our ELLs with special needs tested below 50% in each of the three categories--sounds, reading and spelling--assessed on the WADE. Based on this data the ESL teacher knows what to target when providing instruction for ELL students and ELA teachers know what to target when providing guided group instruction. We also use the data for to group students for AIS to support their reading and writing skills and to prepare them for the ELA and NYSESLAT exam.

Our 2011 NYSESLAT data indicated that most of our students develop their listening and speaking skill in English at a faster rate than they develop their reading and writing skills in English. Based on the NYSESLAT and LAB-R results 50% of our 6th grade ELLs, 30% of our 7th grade ELLs and 33% of our 8th grade ELLs are at the beginner level respectively. None of our 6th grade ELLs are at the intermediate level, but 25% of our 7th grade ELLs and 60% of our 8th grade ELLs are at the intermediate level. At the 8th grade none of our ELLs are at the advanced level, but 50% of our 6th grade ELLs and 45% of our 7th grade ELLs are advanced. Two of our ELLs in the 6th grade, four in the 7th grade and three in the 8th grade became proficient in the Spring 2011. The ELLs continue to perform at least one proficiency level higher on Listening and Speaking portion of the NYSESLAT than on the Reading and Writing portion. The ELL Predictive administered in Spring 2011 accurately predicted the proficiency level for 50% of the 6th grader, 50% of the 7th graders and 100% of the 8th graders. The 2011 ELA results revealed greater consistency with students performance on the 2011 NYSESLAT. More than 90% of the ELLs at the beginner or intermediate level are Level 1s and more than 90% of the ELLs at the advanced level are Level 2s. Currently none of the ELLs are Level 3s or 4s in ELA and only 4% are Level 3s in math.

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

| School Name: Dr. Roland N. Patterson | | School DBN: 09x229 | |
|---|----------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Dr. Ezra Matthias | Principal | | 11/23/11 |
| Marcia Sobers-Charles | Assistant Principal | | 11/23/11 |
| Christine Turner | Parent Coordinator | | 11/23/11 |
| Lucy Osakwe | ESL Teacher | | 11/23/11 |
| | Parent | | |
| M. Etisi | Teacher/Subject Area | | 11/23/11 |
| | Teacher/Subject Area | | |
| N/A | Coach | | |
| N/A | Coach | | |
| Ingri DelaCruz | Guidance Counselor | | 11/23/11 |
| Varleton McDonald | Network Leader | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x229 **School Name:** Dr. Roland N. Patterson

Cluster: 407 **Network:** Maverick Educational Partnership

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.

To determine our need for written translation and oral interpretation we generate the ATS report indicating the students' native language, review the Home Language Survey which indicates the language used for written communication as well as oral communication and gauge the number of requests by parents to have someone communicate in their native languages. After reviewing the data we 1) identify staff who speak and/or write the parent's native language and 2) identify the languages for which we will need translation and interpretation services.

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.

Based on our current data 82% of our written and oral translation is for parents whose native language is Spanish, 11% is for parents' whose native language is French and 7% is for parents whose native language is DeJula, Mandingo or Twi. The findings were reported to the staff in our school's Daily Brief, a daily newsletter informing staff about relevant information.

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.

Staff will be given three to five days to translate written documents from English to Spanish and French before distributing them to parents. In the event there is insufficient time for a staff member to provide written translation, the document will automatically be translated using an online translate site. We will seek assistance from members of the community representing language groups other than French and Spanish for translation and interpretation services. The translator will be given seven days to translate the document. If a member of the community is unavailable to translate the document within the seven days, then we will submit the document to the Language Translation and Interpretation Unit.

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 staff members who speak a parent's native language will be asked to translate for parents during meetings and conferences (over the phone or in-person). For the parents who speak Twi, DeJula and Mandingo we will ask a member of the parent's community to serve as an interpreter. If that individual is unavailable we will contact the Language, Translation and Interpretation Unit for assistance.

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>.

All of our ELL parents will receive a copy of the Bill of Parent Rights and Responsibilities in English, Spanish or French. This document includes information on a parent's right to have written translation and interpretation services free of charge. We will post the Bill of Parent Rights and Responsibilities in English, Spanish or French at the main entrance so parents are reminded of the translation and interpretation services available to them. We will also ensure that our Safety Plan includes provisions for parents to have access to translation and interpretation services in order to communicate with school personnel.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|--|---|
| Name of School: Dr. Roland N. Pattersons | DBN: 09X229 |
| Cluster Leader: C. Groll | Network Leader: Varleton McDonald |
| This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: <u>45</u> Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: <u>2</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>1</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: During the 2010-2011 37% of our English Language Learners (ELLs) become English proficient as per the New York State English as a Second Language Achievement Test (NYSESLAT); however, none of our ELLs met the standards for English Language Arts (ELA). Moreover, there is a direct correlation between the data from the NYSESLAT and the data from ELA. The same 59% of our ELLs who are beginners and intermediates are also our ELLs who are Level 1s. Likewise, the same 41% of our ELLs who are advanced or proficient are our Level 2 ELLs. Our math results indicate that 8% of our ELLs are Level 3s. Based on this data we intend to implement an ELL Saturday Academy from January 2012- May 2012.

Historically our ELLs become proficient in listening and speaking much faster than in reading and writing; therefore, the instructional focus will be reading and writing as well as math. We will target our Long Term ELLs, SIFE, ELLs with special needs and our ELLs who are overage.

Every Saturday, for 16 weeks a certified ESL teachers and a certified math teacher will provide instruction in English for the targeted subgroups. The teachers will use Kaplan's Smart Track, an online reading and math program to address the students needs. The ESL teacher and math teacher will work collaboratively to 1) improve students' content area vocabulary and 2) generating written explanations for math problems. In addition, the ESL teacher will use NYSESLAT practice materials to improve students reading comprehension and writing skills

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Our ELL data indicates that our primary focus must be literacy. As we align our instruction with the Common Core Standard our professional development will focus on a) designing rigorous performance tasks, b) imbedding literacy in the content area, c) differentiating instruction and d) strengthening students' vocabulary.

Consultants from Collaborative Learning Inc. provide ongoing professional development for all staff on the aligning of instruction to the Common Core Standards and designing rigorous tasks. A consultant from Achieve 3000 will provide two days of professional development for ELA teachers on content-based reading comprehension and vocabulary development. A Kaplan consultant will provide at least four days of professional development on differentiated instruction and one day of professional

Part C: Professional Development

development on Smart Tracker for the ESL and content area teachers who will be working during the Saturday Academy.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Many of our ELL parents are hesitant to actively participate in school activities or ask questions regarding their child's education or other relevant issues. In an effort to increase our ELL parent involvement staff members who speak the parent's native language encourage parents to participate in as many activities as possible.

The activities include the Parent Association (PA) and School Leadership Team (SLT) meetings, orientations, Saturday workshops and school wide celebrations. The topics covered include: 1) the high school application process, 2) homework help, 3) health and nutrition and 4) Thanksgiving celebration. The PA and SLT meeting occur once a month for two hours. The workshops occur at least one Saturday a month for two hours. All other activities vary in frequency and duration. The PA president, the SLT chairperson, guidance staff, a representative from our partner organization, The Leadership Program, or a representative from an outside organization facilitates these activities.

Administrators, teachers, guidance staff or the Parent Coordinator notifies parents in person, over the phone or in writing about activities sponsored by the school or activities sponsored by outside organizations. The notices about these activities are translated into the parent's native language or oral interpretation is provided.

Part E: Budget

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

Allocation Amount: \$11,200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem | <u>5373.44</u> | <u>This amount covers the per session salary for two teachers for 16 days for 4 hours</u> |

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11,200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|----------------------|--|
| Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts. | <u>2552.56</u> | <u>This amount covers the cost of the professional development to be provided by the Kaplan consultant</u> |
| Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed. | 1500 | <u>The items to be purchased will include a) NYSESLAT Test Prep materials, b) library books for SIFE and Newcomers and c) dictionaries</u> |
| Educational Software (Object Code 199) | 1305 | <u>This purchase is for licenses for Kaplan Smart Tracker</u> |
| Travel | <u>0</u> | |
| Other | 469 | <u>This cost will cover other materials for the Saturday program including photo copies, parent notices etc.</u> |
| TOTAL | <u>11,200</u> | |