



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** MIDDLE SCHOOL 391/THE ANGELO PATRI SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10/BRONX/10X391

PRINCIPAL: GRACIELA ABADIA

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SUPERINTENDENT: SONIA MENENDEZ

## 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
Graciela Abadia	*Principal or Designee	
Lorraine Herman	*UFT Chapter Leader or Designee	
Melinda Mosley	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Tamara Rosado	Member/Parent	
Sheena Rudolph	Member/Parent	
Sandra Thomas	Member/Parent	
Arelis Lantigua	Member/Parent	
Dawn Verhille	Member/Master Teacher/Math	
Jennifer Connolly	Member/Turnaround Teacher/SS	
Michael Hamlett	Member/Teacher/Special Needs	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve reading comprehension skills for general education, special needs and ELL's across all grades and subgroups. By June 2012, there will be an overall average increase of 5% school wide on State English Language Arts exam. By June 2012, all students will increase at least two reading comprehension levels as measured by the Individual Reading Leveled Assessment(IRLA)

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We have not met our AYP in all subgroups on the English Language Arts Exam. 86% of our students are reading at least four grades below their actual grade level.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1**

#### **Professional Development**

PD will be given on the following topics

- 100 Book Challenge-an instructional system that puts individual children and their reading lives at the center of the curriculum. The system works as follows: using formative assessments, finding the highest reading level at which each student is currently able to demonstrate proficiency with out any teacher support, next each student completes 30 minutes of structured independent reading daily in school and 30 minutes of independent reading at home, coaching and conferencing is provided to students to increase their independent reading levels and last, student progress is monitored and recorded
- Reading and Writing Workshop
- Looking at Student Work
- Conferencing
- Designing coherent instruction

These activities will be conducted through common planning, fishbowls, inter-visitations, demonstration of lessons, study groups, all with a focus on reading strategies and the implementation of the 100 Book Challenge.

**Target Population:** Teachers servicing students in all subgroups and students in all subgroups

**Responsible Staff Members:** All teachers servicing general education, special education, ELL, Master Teacher, Consultant, Assistant Principal, Principal

**Implementation Timeline:** On-going, August 2011– June 2012

**Activity #2**

**Creation of a Data Room:** A designated data room will be created as a central location for data collection, discussion, analysis, and implications for teaching. There will be data wall around which central inquiry questions may be designed. The data wall will provide a visual representation of where our students are currently as readers. Other activities occurring in the data room include looking at student work and norming exercises, item skills analyses, and creation of plans around data.

**Target Population:** Teams of Teachers working with ELLs and ELA students in all sub-groups

**Responsible Staff Members:** Master Teachers, assistant principal for ELA and ELL's, data specialist/turnaround teacher, principal

**Implementation Timeline:** November 2011

**Activity #3**

**100 Book Challenge**

- Implement Action 100, a 12 Step Response to Intervention (Rti) reading program built on the architecture of the Common Core Standards.
- Opportunities for students to engage in 30 minutes of independent reading at their appropriate levels in different genres daily in school.
- Student conferences to provide ongoing monitoring, assess student comprehension, determine next steps and set goals for their reading.

**Target Population:** All students in subgroups, teams of teachers working with ELL's and SWD's and general education students.

**Responsible Staff Members:** Teachers of ELA, ELL and SWD's, principal, assistant principals

**Implementation Timeline:** September 2012-June 2012

**Steps for including teachers in the decision-making process**

- Teachers will meet in grade level and content area teams to review student data gathered from IRLA, periodic assessment, and writing assessments
- Teachers determined that students should move at least one color level by the end of December as an interim benchmark to measure the effectiveness of conferencing and assigning goals to students and whether additional supports are needed.
- Periodic Assessment Dates: November 2011, January 2012, and March 2012
- Ongoing conferencing to determine next steps for students, movement of levels and adjustment of reading strategies addressed.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent volunteers will become "Read to" for our newcomers and beginners in our ELL classes
- Parent volunteers will be paired up with students to read with

- Parents will be trained on how to level texts we have in the library and support the process in ensuring our libraries continue to be stocked with a plethora of books to read
- Parents will be involved in training to learning how to support their children at home by using the Skills Cards that each student received based on their independent reading level.
- Parents will read with children at home and sign their reading logs.
- Parents will be invited to Milestone Celebrations (every 100 steps) in which students receive medals and certificates to celebrate the number of steps (ie. 30 minutes of reading is equal to 4 steps) read and the movement of their independent reading level.
- Various trainings will be held by school staff to support reading at home and how to monitor reading comprehension.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We continue to ensure our teachers are state certified and/or moving towards certification. All of our teachers who teach ELA are state certified and our Special Needs teachers are as well. Teachers of ELL are certified or in the process of obtaining state certification.

Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers (ELA, Special Needs, and ELL teachers)

Professional development will be afforded to staff to continue their learning in about the 100 Book Challenge

Conferencing

Setting Power Goals

Skills and strategies on reading comprehension

Payroll secretary will work closely with the network HR point person to ensure that non-highly qualified teachers meet all require documentation and assessment deadlines.

### **Service and program coordination**

1. Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our after school programs at Middle School 391 include 30 minutes of reading prior to their instructional and recreational piece of the program. Social Workers and other out of classroom personnel have been training in the 100 Book Challenge and support this initiative by having conversations with students, reading with or to students and joining in the celebrations of Milestones Achievement.
- CBO's and SES providers, SCAN and IEP will incorporate the 100 Book Challenge into their programs. Programs will include 30 minutes of independent reading for all students to ensure they meet their half hour of reading target per day in school and 30 minutes of independent reading at HOME
- SWD's and ELL's will participate in Achieve 3000, Imagine Learning, or Rosetta Stone(computer based reading interventions) as part of the overall instructional program.

**Budget and resources alignment**

1. Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- We will use consolidated funds as well as monies awarded from the SIG grant to support the program. Materials, professional development outside the school day, consultant fees, books and support materials are paid for from the SIG grant.

**ANNUAL GOAL #2 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 #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
To improve teachers and administrators effectiveness by developing a shared understanding of instructional excellence. By the end of June 2012, each teacher will receive a minimum of 6 observations.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As a Transformation School we are obligated to participate in Teacher Effectiveness Model using the new Teacher Evaluation and Development Model.. This model is based on Charlotte Danielson's *Framework for Teaching*. We will be increasing the number of observations of teachers to a minimum of six per year to support teacher growth in planning and implementation of instruction. In evaluating teacher data from the ELA and Math State Exams, we noticed that many of our teachers through their instruction are not meeting the state standards for our students. Students are below proficiency in both Math and ELA and using this model, along with ARIS Learn and professional development teacher practice should improve therefore student achievement should increase.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Activity #1**

**Partial and Full Observations**

- Administrative Team will conduct frequent observations, a minimum of 6, with a focus on the 7 competencies from the Charlotte Danielson Rubric.
- Administrative Team and teachers self assess, create professional development goals and develop a plan to achieve these goals using Charlotte Danielson and resources available on ARIS Learn
- Professional development teams will create develop and facilitate opportunities for learning. Benchmarks will be developed along with a professional development plan based on Danielson's Rubric

- Assess teacher's professional needs based on frequent observations, conferencing and/or self-reflection.
- Patterns will be determined to support differentiated professional development based on the Danielson Rubric

**Target Population:** All staff members to include teachers, service providers, and educational assistants

**Responsible Staff Members:** Principal and assistant principals, Talent Coach from the Department of Education

**Implementation Timeline:** September 2011-June 2012

**Strategies to increase parental involvement**

2. Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Parents will have ongoing workshops to understand the Transformation School and how the Danielson Framework will lead to student academic achievement
  - Parents will be provided the opportunities to attend workshops to help them work with their children to become academically successful.
  - Parents will provided the opportunities to attend workshops to help them understand the accountability systems such as the Annual School Report Card, Progress Report, Quality Review Report, Learning Survey Report and the JIT.

**Strategies for attracting Highly Qualified Teachers (HQT)**

3. Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - 100% of our school staff is currently being evaluated using Charlotte Danielson's Framework for Teaching. Through feedback, professional development activities, ARIS Learn and common planning teachers will develop the skills necessary to plan and implement instruction that is rigorous, standards based and aligned with the common core standards.
  - ELA teachers have the support of a Master Teacher and consultants to support their learning.
  - Math teachers have the support of a Master Teacher and AUSSIE consultant.
  - ELL teachers have the support of a consultant
  - Social Studies teachers have the support of a Turnaround Teachers
  - Each department is supervised by an assistant principal, who supports teacher development and improved instructional practices.
  - We continue to ensure our teachers are state certified and/or moving towards certification. All of our teachers who teach ELA are state certified and our Special Needs teachers are as well. Teachers of ELL are certified or in the process of obtaining state certification.
  - Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers (ELA, Special Needs, and ELL teachers)
  - Payroll secretary will work closely with the network HR point person to ensure that non-highly qualified teachers meet all require documentation and assessment deadlines.

**Service and program coordination**

4. Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The entire school community is involved in professional development activities based on the Teacher Effectiveness and Development Model. Everyone is privy to information through our Extended Leadership Team Meetings that are held every morning and through daily emails.
  - Fordham PSO and other outside agencies support professional development activities.

**Budget and resources alignment**

5. Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- All staff members are involved in attaining the goal of increased teacher effectiveness. Money from the SIG grant has afforded us the ability to hire 2 Master Teachers and 1 Turnaround Teacher. These monies have also allowed us to hire consultants to support the Math and ELA departments
  - As a Title 1 Schoolwide Program School Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111 and human resources to implement this action plan from September 2011 – June 2012

### ANNUAL GOAL #3 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 #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- To increase all student's achievement, especially ELL's and special education students across all grades. By June 2012, there will be a 5% average increase on the New York State ELA and Math Exams. By June 2012, there will be a 5% average increase in the number of ELL's showing gains on the NYSESLAT.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Although we have not meet our AYP in all subgroups in ELA we continue to struggle more so with our ELL and special needs populations. We continue to register a large number of ELL's who are categorized as SIFE , are well below grade level in their native language and struggle in both their native language and English. Our special needs students continue to struggle in both ELA and Math and tend to drop in their mean scale score as a class. Overall our students have not made significant progress in ELA in all subgroups and in Math we have not made significant progress with our special needs students.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1: Instruction**

- Explicit teaching of vocabulary across all content areas using various modes of instruction in order to increase content knowledge
- Explicit teaching of reading skills and strategies in all content areas to support the ELA and ESL classrooms
- Scaffold learning experiences through modeling, activating prior knowledge, building scheme, contextualization, etc.
- Writing in the content areas using a variety of genres
- Supplement instruction with computer based programs such as, Imagine Learn, Achieve 3000, Rosetta Stone for ELL's and SWD's
- Use cooperative groups of mixed language ability to promote language development through accountable talk, turn and talk for ELL's and SWD's and opportunities to discuss learning for all students.
- Use the IEP for SWD's to plan lessons to include information from the student's IEP that is aligned with NYS and CCLS and using applicable strategies to differentiate instruction.

#### **Activity #2: Professional Development**

PD will be given on the following topics

- Differentiated instruction
- Vocabulary development
- Lesson planning for incorporating IEP information for SWD's

- Incorporating reading and writing skills and strategies in the content areas
- Supplemental instruction for SWD's and ELL's using technology based instruction (Achieve 3000, Imagine Learning, Rosetta Stone'
- SIOP for teachers of SWD's and ELL's
- Best practices for teaching ELL's and SWD's

**Target Population :** All students, especially our ELL's and SWD's.

**Responsible Staff Members:** Principal, assistant principals, consultants, teachers of ELA, ESL, Science, Social Studies, SWD's

**Implementation Timeline:** September 2011-June 2012

#### **Strategies to increase parental involvement**

6. Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will be trained to support the 100 Book Challenge and support our students in reading by volunteering in the school to read with students.
  - Family nights focused on ELA and Math to help parents understand the curriculum
  - Workshops for parents on curriculum, test support, 100 Book Challenge, Achieve 3000, Imagine Learning, Rosetta Stone
  - Literacy and Math Curriculum Nights for hands-on activities parents can do with their children

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

7. Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- We hired an additional ELL teacher to help reduce class size and work with students who are SIFE-AIS
  - Two math teachers per bilingual classroom to reduce class size and support student achievement-AIS
  - Common planning to discuss data, norming and looking at student work, and curriculum and instruction.
  - Professional development on SIOP, how to support the most at risk students, differentiated instruction, effective questioning and assessment
  - Use Charlotte Danielson's *Framework for Teaching* to support improved instruction.
  - We continue to ensure our teachers are state certified and/or moving towards certification.
  - Administrative staff regularly attends hiring halls to identify and recruit highly qualified teachers.
  - Payroll secretary will work closely with the network HR point person to ensure that non-highly qualified teachers meet all requirements (documentation and assessment deadlines)

#### **Service and program coordination**

8. Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Workshops provided for parents will be in collaboration with the additional organizations within the school. Our social worker and interns are participants in several workshops that support parent education.
  - Dreamyard will support professional development activities for families and parents to learn skills and strategies to support their children in reading and writing poetry

- SCAN and IEP include 100 Book Challenge and the use of supplemental computer based instructional programs for our students, especially SWD's and ELL's
- Global Kids projects support the learning of our students through the various projects they have developed.

**Budget and resources alignment**

9. Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Consolidated Funding will support these actions/strategies/activities
  - As a Title 1 Schoolwide Program School Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111 and human resources to implement this action plan from September 2011 – June 2012
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## ANNUAL GOAL #4 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 #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- To implement Common Core Units and align curriculum and assessment to the Common Core Standards. By June 2012, 100% of our Math and ELA teachers will have taught at least one unit of study aligned with the common core standards and continue to develop units of study aligned with the common core standards.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As part of the movement towards aligning the common core standards into our planning and instruction, we recognize that our teachers need to be “redeveloped” in planning lessons that are aligned to the common core standards. Also, the teachers will implement the first unit of study provided by the DOE to support teacher practice in delving deep using common planning time, professional development both in house and with our Fordham PSO.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1**

#### **Professional Development**

- Instructional planning team will participate in professional development opportunities from our Fordham PSO, internally and from other agencies
- Provide all teachers with professional development activities offered by network PSO, and/or Master and Turnaround Teachers towards the “unpacking” of the Common Core Bundles.
- Professional development provided by our Fordham PSO along with other agencies as fit
- On going work through professional development and common planning time for teachers to explore the common core standards and how to align them to the current units of study. (All Content Area Teachers)
- Create Inquiry Teams to examine student work, adjust instruction and share findings with staff
- Teacher Learning Teams
- Lesson Study – teachers work in teams to collaborate on lesson design, implementation, peer coaching and review, reflection and lesson modification.

**Strategies to increase parental involvement**

10. Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent workshops will be provided to help support understanding of the Common Core Standards and how they will impact instruction.
- Public display of units of study incorporating the Common Core Standards

**Strategies for attracting Highly Qualified Teachers (HQT)**

11. Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Through professional development and our common planning meetings, teachers will become experts in using the Common Core Standards to plan and implement curriculum that is rigorous and meets the needs of our students. Teachers are a part of professional development activities and turn key their learning during Lunch and Learns as well as during other meeting times.
- We continue to ensure our teachers are state certified and/or moving towards certification.
- Administrative staff regularly attends hiring halls to identify and recruit highly qualified teachers.
- Payroll secretary will work closely with the network HR point person to ensure that non-highly qualified teachers meet all requirements (documentation and assessment deadlines)

**Service and program coordination**

12. Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- DreamYard's poetry and writing curriculum aligned with the Common Core Learning Standards.
- Lincoln Center-Open Stages Shakespeare Program incorporates the Common Core Learning Standards into their work with the teachers and students
- Global Kids (CBO) incorporate the standards into their plans and activities for the students in after school and during the school year

**Budget and resources alignment**

13. Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Consolidated Funding and SIG monies will support the actions/strategies/activities described above.
- As a Title 1 Schoolwide Program School Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111 and human resources to implement this action plan from September 2011 – June 2012



**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	141	108		141	15	4	11	9
<b>7</b>	147	137		147	18	5	16	15
<b>8</b>	174	161	85	161	25	5	22	21
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> <li>• The Academic Intervention Services provided to students include students in all subgroups. Skills and strategies are taught and reinforced based on their instructional level and performance indicators not mastered.</li> <li>• Students involved in the academic intervention services include Wilson, Achieve 3000, Imagine Learning, 100 Book Challenge, and Striving Readers.</li> <li>• Delivery of instruction is a combination of small group, one-to-one during the school day, after school and in our Saturday Academy.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Small group instruction and guided math groups support the students who lack in skills and in mastery of performance indicators</li> <li>• Students receive small group instruction, additional support for bilingual students by providing two teachers in a room to reduce class size</li> <li>• Services are provided throughout the course of the school day, after school and in our Saturday Academy</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Small group instruction and additional support in completion of lab work is provided throughout the school day and will be a part of our Saturday Academy</li> <li>• Students in grade 8 also receive additional support in small group instruction to include test sophistication, lab work and completion of Exit Projects.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Small group instruction to include reading in the content area, writing in the content area and skills and strategies to read non-fiction text.</li> <li>• The services is provided throughout the course of the school day and after school as well as our Saturday Academy</li> </ul>
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> <li>• Peer mediation, individual and group counseling, one-on-one intervention will support our students' social and emotional needs. Students will be involved in various CBO's to address behavioral, attendance, emotional an academic needs. Grade 8 students who were retained receive additional</li> </ul>

	<p><b>support in organizational skills, time management, and strategies for academic success.</b></p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<ul style="list-style-type: none"> <li>• <b>One-on-one interventions</b></li> </ul>
<p><b>At-risk Services provided by the Social Worker</b></p>	<ul style="list-style-type: none"> <li>• <b>Small group and individual counseling will be provided to students who have behavioral, emotional, and academic concerns. Students will be involved in leadership development, empowerment, relationship building, and grief groups.</b></li> </ul>
<p><b>At-risk Health-related Services</b></p>	<ul style="list-style-type: none"> <li>• <b>CBO will work with students on health related issues along with teenage prevention workshops.</b></li> </ul>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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.

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

- providing materials and training to help parents work with their children to improve their achievement level in core content areas
- sharing information through parent meetings, phone blasts, open forums, documents sent home and open houses
- 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; 100 Book Challenge, and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system,( 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 1<sup>st</sup> 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 State Standards and the Common Core Standards to enable participating children to meet the State's Standards and Assessments by:*

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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;
- encourage parents to volunteer in the school to support academic achievement (100 Book Challenge, Read to Read With Partnership)
- 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 (Parent Teacher Conferences, Open Forums, Leadership Team Meetings, Workshops around Curriculum

*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 (Parent Teacher Forum, Book and Breakfast, Book Fair, Workshops)
- 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;

## **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 with my child or ensure that my child reads a minimum of 30 minutes (2 steps) every day
- Monitor my child's progress through the use of ENGRADE and phone conversations with teachers and administrators and visits to the school.
- Assess ARIS for information about child's test history, school history, other information on their child.
- read to my child and/or discuss what my child is reading each day (for a minimum of 30 minutes);
- set limits to the amount of time my child watches television or plays video games;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school;
- 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, 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;
- read a minimum of 30 minutes(2 steps) a day outside school time;
- give our parents or guardians all notices or guardians all notices and information received from the school
- ask teachers for help when we are confused about our assignments or need to speak with them when we are having difficulty in any of our content area subject.
- show respect for myself, other people and property;
- maintain ourselves in a respectful manner at all times and practice the RAMS-Respect, Accountability Maturity Success, in our daily lives.
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 10X391

**School Name:** Middle School 391

*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.

We have not met our AYP in all subgroups in ELA for the past three years.  
Data is collected but not used consistently or effectively in the school  
Pockets of excellence exist yet it is not spread throughout the school building.  
Feedback to teachers is not consistent or timely.

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.

The interventions we will implement include 100 Book Challenge where all students are leveled by their independent reading level and teachers will support their movement in reading by conferencing with them on a cyclical basis. Students have in school and home reading requirements to support reading fluency and stamina. They also practice specific reading skills and strategies based on student need. Students who are special needs and ELL's are receiving additional instruction by incorporating technology based programs that support language acquisition. Students also use Achieve 3000 to support achievement and work on their individual levels using non-fiction text.

### **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.

Professional mentoring for beginning teachers  
Monthly support/training for paraprofessionals  
Monthly workshops for parents  
Weekly Common Planning Grade/Content Meetings for all Content Area Teachers  
Weekly Student Intervention Team Meetings

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

We have one Master teacher and one Turnaround teacher to support teacher development. They are responsible to work with new teachers, in planning and instruction. The Master and Turnaround teachers also provide professional development throughout the school day to support the initiatives of the school in regards to data analysis, planning and instruction and effective teaching. The data we received from the professional development surveys also afford us the ability to plan meaningful professional development based on teacher need and administrative observations.

***One- to -One Support:*** To ensure that all teachers received the individual attention that they needed to improve their teaching practices and cultivate their craft, each teacher received one-to-one support. The teachers were divided into three Tiers (1 – new/inexperience; 2 – some teaching experience, but need additional support; 3- teachers able to model and provide professional development). The Master Teacher and Turnaround Teacher were given target teachers, with whom they would work with for six-week cycles. This included meeting with the teachers three times per week outside of the common planning periods. The three sessions were designed to plan (one-to-one), team-teach, model, and work with guided reading groups in the target teachers' class. Both the Master and Turnaround teachers developed an action plan and next steps for each teacher. This information was submitted to the principal and assistant principals on a weekly basis and discussed at the instructional teams meeting weekly.

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.

Parents were notified of school's identification for school improvement via take home letter and parent conference. Letters were written in a language that is understandable and practical; English/Spanish and other languages that will help parents understand. . Additionally The School Report Card was reviewed and distributed at the parent forum. Each parent received a copy of the performance/achievement data for his/her child with each group sharing its results. The principal, assistant principals and guidance counselor will review the data and conduct a question and answer session. We repeat a similar forum for the School Leadership Team.

## 2011-2012 Request for Extension of Services

School District: 10  
 School Building: 10X391/Middle School 391

School District Address: One Fordham Plaza Bronx, New York 10458  
 School Building Principal: Graciela Abadia

Describe interventions being implemented based on the reason/code for ESL/Bilingual programs' extension of services requests (for students who have received services for three years and beyond).

L	<p>LEP students who have not met the performance standard in listening:</p> <ul style="list-style-type: none"> <li>● Students will use books on tape and respond to oral and written questions</li> <li>● Students will use computer based programs to increase their listening skills</li> <li>● Students will use computer based programs to increase their vocabulary and response to what they have heard</li> <li>● Students will use Milestone components, based on their level, to increase their performance standard in listening.</li> </ul>
S	<p>LEP students who have not met the performance standard in speaking:</p> <ul style="list-style-type: none"> <li>● Students will be involved in turn and talk, an accountable talk component of The 100 Book Challenge.</li> <li>● Students will have more opportunities to participate in group discussion and individual presentations based on units of study</li> <li>● Students will be involved in</li> <li>● Students will use Milestones to respond to text, communicate with their peers and teachers and complete responses in complete sentences.</li> </ul>
R	<p>LEP students who have not met the performance standard in reading:</p> <ul style="list-style-type: none"> <li>● Students are using the 100 Book Challenge to improve reading comprehension. All students are leveled and reading text on their independent reading level. With conferencing, students will become stronger readers and increase their reading level by two color levels. Students participate in a minimum of 30 minutes of in-school reading and 30 minutes of at home reading</li> <li>● Students will use Milestones based on level to increase reading comprehension</li> <li>● Students will use Achieve 3000 based on their independent reading level to increase their reading comprehension</li> <li>● Students will use Imagine Learning as an entry point of developing reading and oral language</li> </ul>
W	<p>LEP students who have not met the performance standard in writing:</p> <ul style="list-style-type: none"> <li>● Students will use Achieve 3000 based on their levels to scaffold their writing</li> <li>● Students will use Milestones, based on their current levels, to master performance standards</li> </ul>
LTA	<p>Long term absences</p> <ul style="list-style-type: none"> <li>● Students who are long term absences have our Attendance Teacher reaching out to their families</li> </ul>

- Our social workers and interns will be working with the families of students who are long term absences
- Students will be involved in extension activities to support lose of instruction
- Students will be involved in computer based programs to support student learning,

A-7.1

**2010-2011 Request for Extension of Services**

School District: 10

School District Address: One Fordham Plaza Bronx, New York 10458

School Building: 10X391/Middle School 391

School Building Principal: Graciela Abadia

Describe interventions being implemented based on the reason/code for ESL/Bilingual programs' extension of services requests (for students who have received services for three years and beyond).

SE	<p>LEP students with disabilities whose IEP recommends ESL or bilingual instruction. (Provide an explanation)</p> <ul style="list-style-type: none"> <li>• Student with an IEP and are not x-coded will be pulled out or receive ESL services based on their proficiency level.</li> <li>• Students will use various computer based programs, i.e., Milestones and Achieve 3000 to support English as a Second Language Instruction.</li> <li>• Extended Day and after school programs</li> </ul>
AR	<p>LEP students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education.</p> <ul style="list-style-type: none"> <li>• Extended Day and after school programs</li> <li>• Intense intervention using computer based programs and small group instruction</li> <li>• Referred to Wilson Teacher</li> </ul>
RF	<p>LEP students who have been referred to the Committee on Special Education for a multidisciplinary evaluation.</p> <ul style="list-style-type: none"> <li>• NA</li> </ul>
NL	<p>LEP students who first entered an English Language school system after grade two with interrupted, little or no formal schooling in their first language</p> <ul style="list-style-type: none"> <li>• Intense intervention using computer based programs and small group instruction</li> <li>• 100 Book Challenge in both English and Spanish to build language acquisition and reading comprehension</li> <li>• Imagine Learning to assess entry points and then used to build language acquisition and reading comprehension</li> </ul>

<b>HO</b>	<b>LEP students held over in grade.</b> <ul style="list-style-type: none"><li data-bbox="338 245 884 272">● <b>Extended Day and after school programs</b></li><li data-bbox="338 280 1927 308">● <b>100 Book Challenge to determine current reading level to build comprehension skills, writing skills, speaking and listening skills</b></li></ul>

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 10**      **School Name: Middle School 391**

**Cluster: \_\_\_\_\_**      **Network:**

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

**Part A: Needs Assessment Findings**

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

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

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

The findings of our schools written and oral interpretation needs include the need for information to be translated in writing and/or in oral translations for the following languages: Afrikaans: 1 parents, Arabic: 3 parents, French: 4 parents, French-Haitian Creole: 1 parent, French-Khmer: 2 parents, Fulani: 2 parents, Ga: 2 parents, Irish(Gaelic): 1 parent, Italian: 1 parent, Mandinka (Mandingo): 2 parents, Sidano: 1 parent, Soninke: 2 parents, Spanish: 323 parents, Twi: 10 parents, Wolof: 1 parent. The findings are shared with the school community during faculty conferences and if needed during common planning meetings. Families are informed of the findings during School Leadership Team meetings and during a PTA meeting that is held both in the morning and evening to accommodate all families.

## Part B: Strategies and Activities

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

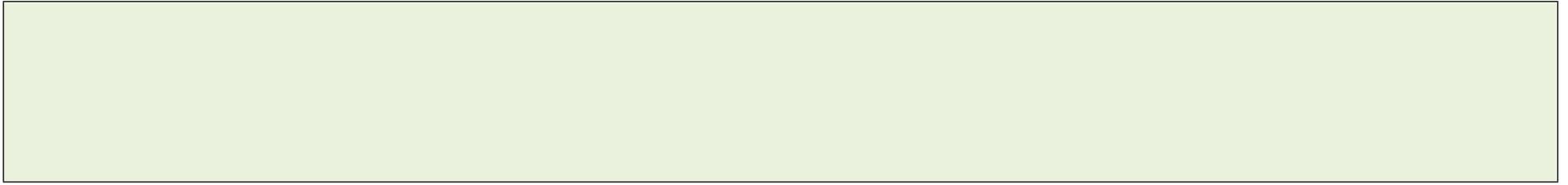
The translation services at the school will provide the necessary documents from the DOE website in the languages that our school needs. Translation and oral interpretation services will be made available by reaching out the ISC for support during parent teacher conferences and other formal and informal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

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

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

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

The Angelo Patri Middle School 391 will fulfill Section VII of Chancellor Regulations A-663 regarding parent notification for translation and interpretation services by using the ISC and the DOE website to obtain documents for families and students in their primary language. We will supply parents with a copy of their Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will also have safety plan procedures available for the parents. Documents will be available for parents in their primary language to support their integration into our school community and to open the doors for our families to continue to support academic success. We will also have interpretation signs in primary languages of the families of our school community with information regarding the availability of interpretation services in their home language.



## 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: <a href="#">Middle School 391</a>	DBN: <a href="#">10X391</a>
Cluster Leader: <a href="#">Debra Maldonado</a>	Network Leader: <a href="#">Anita Batisti</a>
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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 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: <a href="#">211</a> # of certified ESL/Bilingual teachers: <a href="#">5</a> # of content area teachers: <a href="#">2</a>

## 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:

The entire school is involved in the 100 Book Challenge which has every student in the school reading at their independent reading level. Students self assess their independent reading level, teachers check and relevel where needed and then students are assigned independent books on their level. Students are conferenced with, assigned power goals and skill cards to support increased reading comprehension. Students read 30 minutes in school (2 steps) and 30 minutes at home (2 steps). Students are assigned coaches for those students who are atleast three grade levels below their grade level. Newcomers are immersed in low level text and age appropriate text for language developmenty.

Direct instrucion supplemental program for ELL's at Middle School 391 is vast. Our school has one bilingual class for each grade (6-8),one Special Needs class and one ESL homeroom class per grade. Our ESL program is designed to place students in homogenous groups by NYSESLAT proficiency levels and teacher assessment.

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

The entire ELL program is block scheduled. The TB and ESL grade 6 classes are instructed as a heterogeneous groups. The grade 8 ESL and TB including the Special Education TB classes are homogenously grouped according to their language proficiency based on the Acuity Predictive, teacher assessment, SCANTRON, and Milestone Diagnostic or LAB-R scores.

Our program ensures the mandated minutes of instruction are met through our block scheduling. The beginner and intermediate students receive 360 minutes a week while the advanced students receive 180 minutes of ESL and 180 minutes of ELA per week. In the 6th grade ESL and TB classes, differentiated instruction allows for the advanced students to receive the required 180 minutes of ELA instruction . Native Language support is provided through content area (Math and Science) instruction for the TB classes. Students receive high standards and quality instruction in the students' native language as they learn English. Instruction in English increases as these students' English proficiency increases. Science and Math have NLA component for beginning level students in September at 60% native language and tapering to 25% at the end of the school year.

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

Our Freestanding ESL Program provides instruction in English concentrating on English language acquisition. We provide support in numerous other avenues: bilingual dictionaries are available in the classrooms; our Italian L1 students join the extended day program for Italian NLA instruction; Native

## Part B: Direct Instruction Supplemental Program Information

music and language lyrics are incorporated into Social Studies curriculum when ever possible as support; parents are invited in to the classroom to present a aspect of their native culture often incorporating new vocabulary and dance into the learning.

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

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

ELL's are appropriately evaluated in their native language by using the Spanish IRLA. We have begun using the 100 Book Challenge as a means to improve students reading comprehension. Students self level themselves then their teachers check levels to determine if students are reading at an appropriate grade level. Students are then assigned a level and they are to focus on these books along with individual skills cards to support their learning. Conferencing and the assignment of power goals supports students reading progression. Students are also adminstered the Acuity Predictive three times a year to assess understanding and learning in English. Students are assessed in their Native Language with the Spanish Reading Test (ELE). Teachers use the results of the exam to support their Native Language Program and to ensure students are using materials that meet their needs. This goes hand in hand with the 100 Book Challenge since this program also assesses students current levels.

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

well as long term ELL's receive push in interventions along with additional support through after school programs and Saturday academies.

Middle School 391 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by programming our ELL-SWDs alongside our general education students. The students are programmed based on level not by "category". Materials used are based on students current level based on data and assessed throughout the course of the school year to determine when students are ready to "graduate" to the next level. All ELLs are leveled by newcomer, beginner, intermediate and advanced.

To provide real world experiences, students at the Angelo Patri Middle School with trips Students attend to Herkimer Diamond Mines which is directly linked to the Science curriculum. The trip is linked to the development of their reading 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:

Professional development includes weekly common planning meetings to discuss the delivery of instruction, the use of data, and how to integrate ESL strategies into lesson planning. During these meetings teachers analyze data, formulate next steps to meet the needs of their students, explore how to use the differentiation of instruction in planning, and how the use of Milestones and ACHIEVE 3000 are paramount to teaching and learning. Teachers use Milestones and Achieve 3000 with their students to support language acquisition and learning based on the performance indicators. Professional development also includes goal setting for staff and students, classroom environment, establishing systems and structures in the classroom and how to incorporate vocabulary development and writing in the content areas. Teachers also learn how to teach content area to their students using effective ESL strategies. Teachers were also involved in SIOP training and will turnkey their learning to other ESL teachers to support enhanced teacher learning and understanding. Teachers and administrators are also utilizing in the professional development activities supplied by OELL. These trainings will also be turnkeyed to other staff members to increase teacher tool kits for best practices. Teachers are working together to explore planning and instruction and how to effectively plan lessons that meet rigorous standards. Together as a team they will plan together, coach one another and conduct intervisitations to support instructional learning that will ultimately increase student achievement. Educational assistants receive professional development on the use of the computer based intervention programs, the use of Milestones and are involved in the classroom instruction with the support of their teacher teams. Educational Assistants are also a part of our professional development days, common planning and monthly faculty conferences. The other personnel in our school, psychologists, occupational/physical therapist, speech therapists, secretaries and parent coordinator are a part of our professional development days, monthly faculty conferences and other professional development activities throughout the school year. New initiatives are presented to support student learning. For

### Part C: Professional Development

example, our speech therapists and educational assistants are involved in the 100 Book Challenge training and our new computer based interventions.

Using data from Scantron, Acuity, summative and formative assessments, teachers met to discuss implications and next steps in teaching, lesson planning and next steps to ensure students are meeting standards.

### 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:

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

Our school partners with CBO's that will provide workshops and services for the ELL parents. We are in the process of getting an organization to supply our parents with ESL classes as well as book clubs, computer classes, parenting classes and informational classes to support our parents as well as the students

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

Our parental involvement activities address the needs of our parents because we listen to their needs. Some topics to be covered The 100 Book Challenge, Reading and Writing Across the Content Areas, Bullying, Homework Help, Reading at Home with our Child, Supporting Students in their Math, Parent Nights to include: Curriculum Nights, Literacy Nights, Science and Math Nights and Social Studies Nights. Flyers and phone blasts will inform our parents as to when activities are scheduled. Once we have evaluated the level of importance, workshops, meetings or open forums are scheduled to invite parents into the school to gain an understanding about what is of importance. Parent workshops include understanding data, the use of ENGRADE as a tool for understanding how their child is doing in their classes, curriculum matters, how to help your child with homework, to name a few.

**Part D: Parental Engagement Activities**

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**Part E: Budget**

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

Allocation Amount: \$

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