



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** MIDDLE SCHOOL 391

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

**PRINCIPAL:** GRACIELA ABADIA      **EMAIL:** GABADIA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MELODIE MASHEL



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
Bernard Rauch	*UFT Chapter Leader or Designee	
Shenia Rudolph	*PA/PTA President or Designated Co-President	
Sandra Thomas	Member/Parent	
Geneva Wilson	<i>Member Parent</i>	
Arelis Antigua	Member/Parent	
Monique Franco	Member/Parent	
Ana Cortijo	Member/Parent	
Starsky Dominguez	CBO Representative, if applicable	
Peter Runge	Member/Math Teacher	
Louisa Renero	Member/Teacher	
Carolina De Los Santos	Member/Teacher	
Claudine Williams	Member/Teacher	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## **GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The Principal should develop a differentiated PD plan that meets the identified needs of teachers. The results of the teacher PD surveys, data analysis and outcomes from lesson observations should be used to structure the plan for the year. This plan should include an emphasis on improving ELA instruction and the use of data to inform instruction. Page 6 JIT 2/2011

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader's vision

\_\_\_\_\_ 2.4 School leader's use of resources

X 2.3 Systems and structures for school development

\_\_\_\_\_ 2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, all staff members will be involved in professional learning through Book Clubs and Book talks and professional learning activities around culture building titles, content area readings, school wide initiatives with a shared focus on building a strong culture of learning to increase student achievement.**

### **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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

**Strategy:** Staff members will be involved in exploring current research based strategies to improve their practice, planning, and use of data through structured Book Clubs and Book Talks around similar titles. This will support the development of a school wide common language about best practices and translate into improved instruction and increased student achievement. Teachers will be involved in book talks around vocabulary development, building a culture of learning in their classrooms, and questioning to increase student inquiry and learning. Some of the titles include but are not limited to, Teach Like A Champion, Total Participation, Do I Really Have to Teach Reading?, I Read It , But I Don't Get It, Robert Marzano books on vocabulary development, materials to support the use of data in planning, and ASCD.

**Activity:**

Through instructional rounds, partial and full observations staff will be evaluated to determine the effectiveness of their practice as well as design engaging, rigorous, coherent curricula based on the CCLS throughout the course of the school year.

Weekly cycles of teacher teams and instructional leads for planning of instruction based on CCLS

Week 1 – ELA and Math teachers-Curriculum Development

Week 2 – Social Studies and Science- Curriculum Development

Week 3 - Looking at Student Work

Week 4 – Looking at data – data analysis, trends, implications for instruction

Weekly study groups based on best practices and research based practices that inform instruction and academic achievement.

Common planning sessions by grade and content to plan curriculum based on the CCLS, data analysis and how to use data to drive instruction and planning, looking at student work and planning with the needs of students in mind.

**Key Personnel:** Supervisors, teachers, instructional leads will work and study research based strategies to improve instructional outcomes.

**Target:** Teachers will implement strategies learned in their daily practice and monitored through supervisory observations and feedback. Cycles of implementation of learned targets in their planning and evaluated by supervisors with feedback to support teacher learning. Student data will show an increased outcome of increases due to the new learning.

**Timeline:** Cycles of professional learning and Book talks will be adhered to with readings, discussions and observations to ensure learning is being transferred to classroom practice, planning, learning and instruction.

#### Budget and resource alignment

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here:

Title One Priority \_\_\_\_\_

#### Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Some of the titles and research based strategies we will explore include: Teach Like A Champion, Total Participation Techniques, Do I Really Have to Teach Reading?, I Read It , But I Don't Get It, Robert Marzano books on vocabulary development, materials to support the use of data in planning, and ASCD membership are some of the materials we will use to continue professional learning for our staff. Priority Funds will be used to purchase 10 copies of 4 titles to begin our Book Club to improve instructional planning and effective instruction.



## **GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

All teachers and administrators should participate in professional development (PD) on how to plan and implement a curriculum with rigor, as well as delivery methods that are student- centered. Pacing calendars should be provided for teachers. The curriculum should be relied upon as the basis for assessing the individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subjects being taught.  
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### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input type="checkbox"/> 3.2 Enacted curriculum	<input type="checkbox"/> 3.4 Teacher collaboration
<input checked="" type="checkbox"/> 3.3 Units and lesson plans	<input type="checkbox"/> 3.5 Use of data and action planning

### **Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, units of study will be aligned with the CCLS in all content areas. Each content area will have a minimum of two units of study designed and aligned to the CCLS with materials to support rigorous thinking and learning.

### **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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

**Strategy:** Develop a professional development plan that will support the implementation of curriculum aligned to CCLS and student centered that is rigorous and supports students in developing higher order thinking skills.

**Activity:** Weekly common planning in all content areas will include all teachers in collaborative planning to design unit of study aligned to the CCLS.

The instructional planning team and instructional leads will be provided with professional development and learning activities to examine and modify curriculum and tasks that are aligned to the CCLS.

Professional development will be provided to staff around questioning, higher order thinking, and designing learning targets for units of study aligned to the CCLS.

Assessments will be designed to assess student learning throughout the units of study. Students will be provided with benchmarks to determine needs, mid point assessments and end assessments to determine next steps in planning with student needs in mind.

Bi-weekly morning planning sessions for teachers in the content areas to design learning targets and units of study using the CCLS and data to improve the rigor and relevance.

Teachers are involved in using backward planning and UDL to support all learners' entry points into the curriculum. Consultants will provide professional learning to staff members to support the movement towards the workshop model.

Teachers will have on going professional development on using the curriculum developing tool, rubicon atlas and teachers will use the standards based units of study provided on rubicon atlas.

Instructional leads, administration and teacher teams will work collaboratively to design instruction that is both standards-based and rigor. Consultants are working with ELA and ESL teachers to support the workshop model and best practices in delivering instruction.

Modeling, co-teaching and common planning meetings support teacher improvement efforts. Consultants are using the CCLS to model instructional shifts, content and curriculum demands and rubric design to assess student mastery. Our Math Consultant is from A.U.S.S.I.E.

**Key Personnel:** Administrators, teachers and instructional leads will work together on a weekly basis.

Grade and content level teams will work together on a weekly basis

Consultants will work with ELA and ESL teachers to support learning, planning and curriculum development.

Fordham PSO, Successful Learning Group and American Reading Company

**Target:** A minimum of two units of study will be developed aligned with the CCLS

Through focused walkthroughs and observations, supervisors and instructional leads will have specific foci to determine how teachers are incorporating best practices, (workshop model, student centered, conferencing, et al)

**Timeline:** At the end of each unit cycle, new units will be developed and/or modified to ensure student needs are being met and the units are aligned to the CCLS

#### Budget and resource alignment

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: OnePriority

#### Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fordham PSO, Successful Learning Group and American Reading Company for ELA and ESL staff members.

An AUSSIE consultant for Math is also part our consultancy team.

Priority Funding will support the work of the consultant form Successful Learning Group to work with teachers of ESL students to design

coherent curriculum using the CCLS. The consultant will be at the school for 8 additional days.

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The school should urgently provide PD on the use of data to differentiate instruction and student grouping. Research should be undertaken by the administrative team to determine the best consultant or agency to deliver this PD, or request support from the Network. Follow up observations should be carried out to ascertain if the PD has translated into classroom delivery. Page 10 JIT 2/2011

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, teachers will incorporate the use of a variety of data sources to inform instruction and student learning.**

#### **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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

**Strategy**-Implement the Modified SIP protocol for examining student work using rubrics and using the data to inform instruction and lesson planning to develop student responsibility in their learning and academic achievement.

**Activity**-Weekly grade level common planning meetings that will deal with the use of data sources to inform instruction and teaching practice. Using formative assessments, unit tests, student writing and data from our computer based programs will be analyzed to inform teacher work.

Professional learning based on developing and designing standard based assessments, using results of assessments to determine the implications for teachers and using the implications to design appropriate learning activities for all students.

(SESIS)Special Education Student Information System personnel works with our special needs teachers to move teacher practice, planning and instruction.

**Key Personnel**-Grade level teams will work with the assistant principals, instructional leads, and consultants to examine student work

**Target** Two performance level increases as evidenced in the American Reading Company conferencing records

**Timeline:** Throughout the course of the school year, student work will be progress monitored using the rubrics and protocols established

for looking at student work.

**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here:  
 Title One Priority \_\_\_\_\_

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will be using a modified SIP (Standards in Practice) protocol to analyze and examine student work

Transitional Money will be used for per session for instructional leads to participate in analyzing student work and curriculum planning based on the findings. 6 teachers x per session x 200 hrs.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The administration should establish protocols that identify at-risk students and place them with the appropriate support staff to meet their precise learning needs. The school should acquire materials and resources that are specifically targeted to support the learning of students with disabilities and ELLs. School leaders should ensure through observations and review of documentation that students receive the services and resources to which they are entitled. Page 9 JIT 2/2011

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, there will be a 100% increase in the use of protocols to identify and support at-risk students with services for social and emotional development through school wide interventions

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

**Strategy:** Develop a system of PBIS (Positive Behavioral Intervention Systems) using RAMS as our school motto to support student social and emotional health through a school wide campaign based on a behavior tracking system, positive rewards, school motto and logo and identification systems to identify at-risk students for intervention.

**Activity:** Weekly student government meetings to support the development of student leaders and student governance.

Weekly SIP AND PPT meetings to identify at risk students and plan for interventions

Formulate a Girl’s Circle and Boy’s Circle to promote leadership skills among students in need of additional supervision and support.

Floor pod meeting will be held to celebrate student success, rally around PBIS and maintain a positive learning environment.

Leadership Program provides lunch time clubs and in class enrichment classes on conflict resolution, identity, peer pressure, self-awareness to foster the social emotional development of our young adolescents.

Astor Guidance is a clinical program for our at risk students

ISIS Community Circle – health and wellness classes for parents and their children, healthy eating, healthy meal preparation  
Zumba girls, our ESL and bilingual students meet weekly for language through movement classes

Wediko, an organization for social emotional development, will work with teachers and with students directly to teach specific social skills to students, consultants will work with teachers and provide professional development to teachers to support maximal instructional time by providing strategies to aid our at-risk students. Priority money will be used to bring the organization into the school.

**Key Personnel:** Teachers, guidance counselors, social workers and administrators meet and discuss student needs to support positive social and emotional development.

**Target:** Interventions will be put in place within one week of meeting at SIT and PPT to discuss at risk students. Monitoring of student progress will be evaluated at future meetings with supports put in place for teachers and families.

Instructional strategies modeled and taught will be monitored by supervisors to ensure implementation by staff members involved in the learning activities.

**Timeline:** Monthly assessment of student growth and progress will be evaluated and modifications will be made if deemed necessary.

**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants    Other-describe here:  Title One Priority \_\_\_\_\_

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Wediko, an organization to support the social emotional growth of our students, will be used to support teacher development and student supports in terms of their social/emotional learning and academic growth. Priority funds will be used to bring Wediko to our school to support teachers and students.

Priority Saturday Enrichment Program – 5 teachers x 1 day a week x 3 hrs a week x per session

Priority I-Ready After school Program – 3 teachers x 2 days a week x 1.5.hrs a week x per session

Priority Funds will be used to purchase 30 Mac laptops and a computer cart to use with the I-Ready After school Program

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The school should conduct a needs assessment with parents to obtain a list of topics that are of interest to parents. These topics should be incorporated into the agendas for future meetings. The time for PTA meetings should be made flexible enough to improve attendance. Page 9 JIT 2/2011

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- 6.2 Welcoming environment                       6.4 Partnerships and responsibility
- 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, there will be a 50% increase in parent and family workshops to support families in supporting student achievement at home and increasing the home-school connection as measured by attendance records of workshop participation

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 19-23 in this SCEP.
- Describe the research-based 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.

**Strategy:** Develop a needs assessment for families to determine the types of workshops for families to support student academic achievement and social, emotional development. This data will be used to design learning activities that will support the home school connection and provide parents with the tools to support their children's learning at home.

**Activity:** Create monthly calendars for families outlining the learning provided at the school level to support academic achievement and positive social emotional development.

Monthly planning sessions with the PTA, Parent Coordinator and administrative staff

Monthly Community Circle for families to discuss adolescent development

Saturday workshops for families to support learning at home

Offer an array of activities for parents to participate in to support the whole child for example workshops on helping the child through difficult situations, raising a middle school young adult in today's world, communicating with your child, to name a few.

Domestic Violence workshops using our RAPP counselor as facilitator  
Technology, curriculum monthly meetings for families  
ISIS Community Circle workshops –health and wellness

**Key Personnel:** Administrative staff, Parent Coordinator, Title 1 Coordinator, PTA

**Target:** Increased attendance at workshops provided by the school staff and other agencies to promote the whole child

**Timeline:** Monthly workshops and PTA meetings to support family communication and school engagement increasing the home school connection.

**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants:ES  
D/VP

Other-describe here:  
Title One Priority \_\_\_\_\_

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
The Leadership Group will host parent workshops on wellness, health, and best practices from the Extended School Day /Violence Prevention funds.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	100 Book Challenge  I-Ready  Imagine Learn	Small group, one-to-one  Small group, one-to-one, tutoring ESL students	During the school day in all classes, including special education, bilingual and ESL classes Extended day  Extended Day and Saturday Academy
Mathematics	I-Ready	Small group, one-to-one	During Extended Day
Science	Use of manipulatives, lab experiences and projects and development of informational literacy skills	Small group, one-to-one	In class
Social Studies	Informational literacy developed using the Social Studies content: reading in the content area: DBQ's, primary and secondary sources to amplify their social studies concepts and skills.	Small group	In class

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>RAPP          Girl's Circle          Young Men's Leadership</p> <p>Through a structures and progressive series of activities, workshops and experiences students will increase their capacity to develop social, emotional, ethical, and cognitive competencies</p>	<p>Individual and group          Group          Group</p> <p>Individual and group counseling</p>	<p>Scheduled as needed          Once a week after school          Once a week during school hours          Scheduled as needed</p>

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

#### **Recruiting and Retaining Highly Qualified Teachers**

Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers. The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. Mentors are assigned to support newly hired teachers.

#### **Providing High Quality Professional Development**

In addition to the centrally- and network-based professional development, our teachers meet regularly in teacher teams and during common planning teams to discuss student work and identify best practices to support student learning. Differentiated support is provided to all teaches as informed by teacher surveys and formal and informal observations.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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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, The Angelo Patri Middle 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. The Angelo Patri Middle 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 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 core content areas 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;
- sharing information through parent meetings, phone blasts, and open houses, PTA meetings to ensure that parents can effectively support and monitor their child's progress.
- 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 through outside Community Based Organizations (CBO) and school resources.
- 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. The Angelo Patri Middle School has conducted 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 School's 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 Meeting. 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 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;

The Angelo Patri Middle 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**

The Angelo Patri Middle 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 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;
- 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 through Progress Reports, and Scantron Results;

- 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 with 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;
- Monitor their child's progress through the use of PUPILPATH SKEDULA and phone conversations with teachers and administrators and visits to the school.
- Educate more parents on how to use ARIS and PUPILPATH SKEDULA
- Support the Caregiver's circle
- 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;
- Read a minimum of 30 minutes a day outside of school time.
- Check PUPILPATH SKEDULA for grades and missing assignments.
- Give to my parents or guardians all notices and information received from the school.
- Ask teachers for help when we are confused about our assignments or need to speak with them when we are having difficulty in any of our content area subjects.
- Reach out for guidance when we are unable to manage ourselves in an effective and positive way.
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Debra Maldonado/Anita Batisti/</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>391</b>
School Name <b>Middle School 391</b>			

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

Principal <b>Graciela Abadia</b>	Assistant Principal <b>Marjorie Metsch</b>
Coach	Coach
ESL Teacher <b>Cristina Dominguez</b>	Guidance Counselor <b>Eury Padilla</b>
Teacher/Subject Area <b>Sharlane Jordan/ELA</b>	Parent <b>Shenia Rudolph</b>
Teacher/Subject Area	Parent Coordinator <b>Lisa Whigham</b>
Related Service Provider <b>Michelle Jervis-White</b>	Other
Network Leader <b>Marge Struk</b>	Other

### 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	<b>2</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>3</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>621</b>	Total Number of ELLs	<b>211</b>	ELLs as share of total student population (%)	<b>33.98%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

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

New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate their progress in language acquisition. This assessment evaluates the four modalities of language development. Reading, writing and listening are given as a class while the speaking assessment is conducted on an individual basis. Rigid testing protocol as outlined in the New York State Test Administrator's Handbook, is followed in the Angelo Patri School on testing days. The RLER and the RLAT reports available on ATS support the school in determining eligibility to take the exam (RLER) and the NYSESLAT history (RLAT).

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

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

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

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

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

A letter is sent via post to the parent informing them of the placement level. In the majority of cases the Program Selection was completed at time of registration or through an appointment with the Parent coordinator or ESL coordinator.

In the event that the Program Selection has not been completed, a telephone call is made requesting the parents come in to discuss the options available for their child. When no response has been received from the parent a letter is sent via the post to the address provided at time of registration requesting the parent come in to the school to discuss the best option for their child. If the letter is returned by the post office for incorrect address, an additional telephone call is made and a letter is given to the student requesting the parent to contact the school at their earliest convenience.

Entitlement letters re based on the NYSESLAT and stored with our guidance counselor in her office. Parent surveys and Program Selection forms are also kept on file in her office. These documents are complete dbly the parents on the day of registration or are completed by the parent within ten days of the students registrations.

Pending confirmation from the parent as to the decision of Program Selection, the child is placed in a Transitional Bilingual class as a default as per CR Part 154.

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

Following LAB-R testing parents are notified via post as to the results and placement of their child. This communication is in the preferred language of the parent. The NYCDOE web site provides numerous translations of parental letters and at Angelo Patri we take advantage of this service to communicate with our parents in their native language whenever possible. Placement letters are maintained by the guidance department and the ESL department. They are periodically reviewed based on student data. Entitlement letters ar reviewed after the NYSESLAT results are dispersed. The letters are reviewed to determine level of service and continuity of service. The originals are kept in cumulative records and the Home Language Survey is attached. The letters are kept for the three years the students are at our school.

Each spring all English Language Learners (ELL) are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate their progress in language acquisition. The results of this assessment are divided into the four modalities of reading, writing, listening and speaking. Based upon this data the students are given a combined total score and level indicating beginner, intermediate or advanced achievement. This information is combined with the further breakdown of the NYSESLAT in ARIS to provide groupings of students. At Angelo Patri we create leveled classes on the basis of this data incorporating no more than 2 class levels per group with comparable language skills. We did not use NYSESLAT data this year to formulate the classes due to a testing issue. We used ELA data from the 2011 school year, the diagnostics from the Milestone curriculum, and teacher assessment to place students in their leveled classes

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

6. The programs we offer at Angelo Patri are very much aligned with parent requests. We are able to offer Transitional Bilingual

programs to the students who L1 is Spanish in conjunction with Freestanding ESL to students who have progressed with their language acquisition to a level in which they can study in their second language as well as to students from very diverse L1 backgrounds.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	211	Newcomers (ELLs receiving service 0-3 years)	122
SIFE	22	ELLs receiving service 4-6 years	56
		Special Education	8
		Long-Term (completed 6 years)	33

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	95	20	8	22	0	0	10	0	2	127

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	27	2	0	34	1	20	23	0	6	84
Total	122	22	8	56	1	20	33	0	8	211

Number of ELLs in a TBE program who are in alternate placement: 10

### 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							39	38	40					117
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>39</b>	<b>38</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>117</b>

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

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							21	24	28					73
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							3							3
Haitian														0
French							3	1						4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	3	5					10
<b>TOTAL</b>	0	0	0	0	0	0	29	28	33	0	0	0	0	90

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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).
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?

1. Instruction for our ELLs consists of 3 different models. The Special Education ELLs are serviced by the push in model. Out Transitional Bilingual classes are self contained while the ESL students are in a freestanding ESL class. The entire ELL program is block scheduled. The TB and ESL grade 6 classes are instructed as a heterogeneous 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.

2. Our program ensures the mandated minutes of instruction are met through our block scheduling. The beginner and intermediate students receive 360 minutes a week while the advanced students receive 180 minutes of ESL and 180 minutes of ELA per week. In the 6th grade ESL and TB classes, differentiated instruction allows for the advanced students to receive the required 180 minutes of ELA instruction .

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

Science and Math have NLA component for beginning level students in September at 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.

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

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

## A. Programming and Scheduling Information

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

4. 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 administered the Acuity Predictive four 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.

5. 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 Milestone 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 3000 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 well as long term ELL's receive push in interventions along with additional support through after school programs and Saturday academies.

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

6. 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.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:	3			
Science:	2			

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

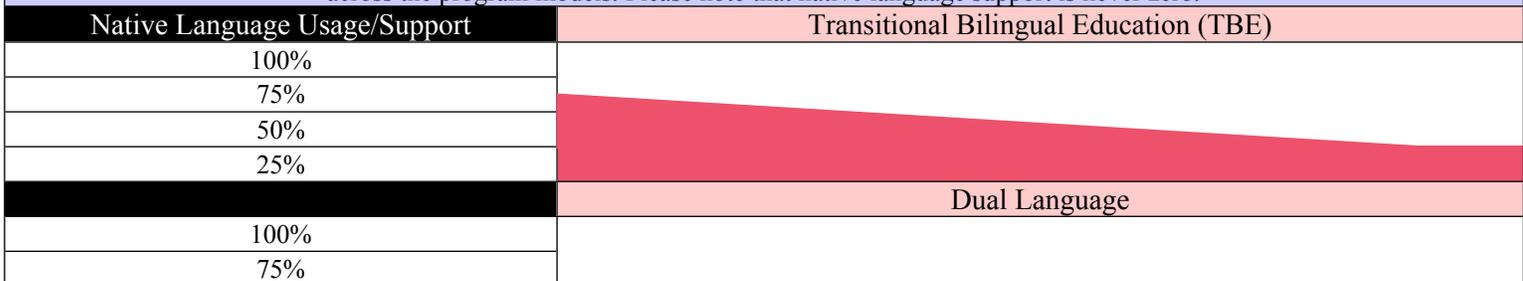
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

**Native Language 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.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
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?

8. Students who are in monolingual classes receive push in services in social studies and science. They will work with ESL teachers on the content presented in class with the assistance of the push in teachers. These teachers are able to support student learning by breaking down the content and assignments for further understanding. Extended morning and afterschool programs offer additional support in math and ELA in small groups for students in need of additional support using ESL methodologies and strategies. ELL's are also afforded additional academic supports using many computer based programs: Lexia, ACHIEVE 3000, Rosetta Stone, and Imagine Learning. Students throughout entire school are involved in the 100 Book Challenge which has our students reading on their current level with direct teaching, individual conferencing and skill practice to support reading comprehension.

Achieve 3000- a self leveled computer based program designed to assess students at their current reading level and provide leveled reading and writing activities based on student levels.

Imagine Learning - intervention for our newcomers which is a computer based program that offers listening, speaking, reading and writing skills based on student levels. Imagine Learning offers students instruction in their native language and in English.

Lexia - a computer based intervention to support all ELLs in language acquisition and reading and writing development

Rosetta Stone - computer based program to support our beginners and newcomers in language acquisition Rosetta Stone is offered in both English and Spanish.

100 Book Challenge - a reading intervention program based on leveled text to support reading comprehension. Teachers conference and assign power goals to support student reading comprehension and build stamina

9. Students reaching proficiency on the NYSESLAT will continue to receive support services as mandated. The students who reached proficiency will continue to receive time and a half on their state exams and directions will be read three times with continued services to support students in the monolingual classes. Students will either receive push-in or pull-out services to continue supporting them in their transition. Student They will be transitioned into monolingual classes with additional support with either push in or pull out services.

10. With more professional development opportunities our staff will continue to include best practices into their instruction, planning and use of data to meet the needs of their students. Along with this, we are using Achieve 3000 in a special education class for our ELL's and we are also using Achieve 3000 in our sixth grade classes. This focused intervention uses students' actual levels to determine instruction and instructional needs. Two ELL classes will also be involved in Performance Learning Series which directly informs teachers of what their students' learning styles are. Through the use of this program, teachers can effectively plan lessons that target the learning styles of their students to further differentiate and address the needs of their students. We will be incorporating Imagine Learning into our ELL instruction specifically for our newcomers and beginners. The entire school is involved in the 100 Book Challenge which is a program that supports and encourages independent reading. Every child is leveled according to their reading level and teachers conference with students individually and support them at their level. Students receive specific skill cards to practice and work with in order to attain mastery.

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

12. Our ELLs are afforded all programs that are in our school. We have a specific after school program that targets our ELL population and we are using inquiry based learning through science to capture their interest. This program includes the scientific method, the inquiry process and vocabulary development with an increased focus on writing in the content area. We have the Saturday Language Lab for our newcomers. They work with Imagine Learning, which is computer based program that is based in language acquisition skills and reading. Our Saturday Academy will address the needs of our ELL's in preparation for the ELA exam and the NYSELAT. The purpose of this program is to support academic achievement for our ELL's on the state exams and geared towards their specific needs.

13. Students that are ELLs have a language lab in and laptop cart to support their instruction. They have access to Achieve 3000, Scantron, Lexia Learning and Imagine Learning Software to support language acquisition and reading and writing skills. Students use all the current materials that the school uses with the exception of Milestones which is a curriculum program specifically designed for ELL students.

14. Native language support is delivered in content area subjects in bilingual classes. In ESL classes, students are instructed in English with the exception of the beginners group in which instruction is delivered in English with support in their native language as needed.

15. Services support all ELLs with their ages and grade levels based on grade for their content area subjects. Students receive grade appropriate materials and instruction in their core subjects with differentiated activities to support their learning. Materials for content are based on their grade level. Content area instruction is based on grade level and differentiated to meet the needs of the students.

16. N/A

17. N/A

### **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)?

Paste response to questions 1-5 here

## 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.

1. 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 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.

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

3. Jose P. training will occur during the monthly after school mandated professional development/school wide conference after school. Training will also occur during designated times throughout the school year to ensure our staff is familiar with Jose P. Agendas are maintained for all professional development activities and common planning meetings in the main office as well as by the ELL assistant principal in charge of the department.

## 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?

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 memebers. 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.

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

3. The needs of parents are evaluated through a parent survey that is sent home with students. We also assess parent needs through informal and formal dialogue during parent visits, meetings, and conversations. The parent coordinator and the PTA play a large role in meeinging with parents to discuss their needs which is later shared with the principal and appropriate staff members for future planning. Parent needs are evaluated through Title 1 Surveys, parent meetings, parent surveys and informal conversation throughout the course of the school year. At the School Leadership Team we also discuss parent needs and create action plans, plan workshops and meetings to have their need addressed.

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	0					0
Intermediate(I)							0	0	0					0
Advanced (A)							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	0				
	I													
	A							0	0	0				
	P							0	0	0				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>							0	0	0				
	<b>I</b>							0	0	0				
	<b>A</b>							0	0	0				
	<b>P</b>							0	0	0				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	24	17			41
7	39	9	1		49
8	26	31	2		59
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	13		29		7				49
7	24		24		6				54
8	19		38		8				65
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	33	22	24	8				
Chinese Reading Test								

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

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

1. Students are given a diagnostic exam from the Milestone curriculum that is in place in our school. The data gained from this instrument supported our assignment of classes based on their levels. We also use the 100 Book Challenge to identify student independent reading level. Teachers continue the process by conferencing with students to assign power goals and skill cards based on the instruction and learning they need to do based on their reading levels. Data results has informed teacher instruction since the 100 Book Challenge identifies current independent reading levels for students in English and Spanish. The data helps teachers plan instruction based on where the students are and the individualized conferencing helps teachers differentiate their instruction.

2. The data patterns revealed from the LAB-R whether or not they are eligible for ELL services and what level they are to be placed in . Our students are very low in their native language (L!) which then makes it difficult for them in content areas due to their low L1 status.

3. N/A we do not have current NYSESLAT data

4. We do not have NYSESLAT data for the school year. The school leadership team and teachers use the results from the ELL Periodic Assessments to guide future planning. The ELL Periodic Assessment lends to teacher conversation during common planning when we discuss data and how to use the data to support planning and conferencing with our students. The data also helps teachers plan for extended day, AIS and instruction

5. N/A

6. We evaluate the success of our programs for ELLs in several ways. We use data to determine if students are mastering the performance indicators, we see an improvement in student writing and reading and how students are progressing when using the computer based programs. Students receive assessments based on the Milestone curriculum and student writing is normed and looked at through the use of a rubric. Teachers are able to give effective feedback on student work to improve their writing. In reading, conferencing with students on a regular basis provides evidence of student learning. Through formal and informal dialogue we are able to take the pulse of the programs in place and create action plans on how to improve instruction. Common planning meetings is also a venue in which we assess student learning, adjust curriculum as needed and look at data to analyze student progress.

### 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.

Paste additional information here

School Name: _____		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Graciela Abadia	Principal		11/4/11
Marjorie Metsch	Assistant Principal		11/4/11
Lisa Whigham	Parent Coordinator		11/4/11
Letitia Laberee	ESL Teacher		11/4/11
	Parent		11/4/11
Sharlane Jordan/ELA	Teacher/Subject Area		11/4/11
Social Studies/SS	Teacher/Subject Area		11/4/11
	Coach		11/4/11
Dawn Verhille	Coach		11/4/11
Eury Padilla	Guidance Counselor		11/4/11
Marge Struk	Network Leader		11/4/11
	Other		11/4/11

**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.



## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: MIDDLE SCHOOL 391	DBN: 10X391
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 525
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
# of certified ESL/Bilingual teachers:
# of content area teachers:

## 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: At The Angelo Patri Middle School 391, our goal is ensure that English Language Learners (ELLs) achieve the same rigorous grade level academic standards that are expected of all students. To assist our ELLs, MS 391 provides both a bilingual English/Spanish program and a structured English immersion program. Currently, the school has two bilingual classes in grade 6 and one class each in grades 7 and 8. Our ESL program structure has one class per grade. Both programs provide a daily 90 minute block of English Literacy. During this time, all students are grouped based on NYSESLAT language proficiency and participate in a class taught at their level.

To provide Standards- based instruction for our ELLs, curriculum maps have been created and/or revised to make sure that all units of studies are aligned with the Common Core State Standards (CCSS). Research based guidelines as well as recommendations from NYC DOE are taken into consideration to modify the curriculum and to implement targeted strategies to develop language acquisition.

In terms of resources, materials from the Milestone Curriculum are used to supplement the units of study. In addition, all bilingual classes have Spanish language curriculum materials in social studies, math and science. Computer technology supports student's language acquisition and language development. The ELL department uses Achieve 3000 and Imagine Learning to support language acquisition. ELL students will also receive Scantron and Acuity assessments to analyze data in order to differentiate instruction and make curricula adjustment.

Since the 2003 Children First reforms, ELLs are tested following one year of English instruction, these students need additional assistance to prepare for the NYSESLAT and NYS ELA exams to assist students in developing test taking skills. Data also demonstrates that many of the ELLs are struggling in Mathematics as well. As a result, a Saturday Program will be created to provide for additional support for the students. The program is designed as test sophistication for the NYSESLAT, ELA and Math. It also focuses on language acquisition skills for our beginners and newcomers.

The data from item analysis reports of the NYSESLAT, ELA, and Math as well as ARIS and ELL Acuity are integrated into the creation of curriculum for this program. Using effective ESL strategies to increase student achievement is paramount in the instruction of our ELL students. The class will have 12 to 15 students with 6 teachers participating. In the past, the program was well attended providing solid academic intervention for our ELLs in a small setting where individual academic needs are addressed through targeted differentiated instruction.

Licensed bilingual teachers will work in this program, as primary teachers or in support of the content area teacher. The majority of these teachers are their daily classroom teachers. This continuity provides additional firsthand knowledge of the students' individual academic strengths and weaknesses.

### Part B: Direct Instruction Supplemental Program Information

Supervisor will be hired to oversee the Saturday Program.

To assess the effectiveness of the Saturday intervention program, data will be collected from multiple sources to be analyzed and to adjust the intervention as needed. The data collected will include but is not limited to data from pre and post assessments, and real time data from Achieve 3000 and Imagine Learning.

Funds will be used to service approximately 90 students. The program will begin January 2013 and end in April 2013.

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

Professional development for the teachers include weekly scheduled meetings to discuss data, curriculum and look at student work. During these meetings, teachers analyze data to determine the needs of the students and how to differentiate instruction. They also discuss the use of Common core aligned units, Achieve 3000, and how to best meet the needs of students through differentiation. From this, teachers are involved in embedded professional development around ESL strategies to incorporate in their teaching. Professional development will also continue to include: goal setting, classroom environment, establishing systems and structures in the classroom, teaching Math, Science and Social Studies to English Language Learners looking closely at language development. We will expand teacher involvement in professional development activities through OELL, BETAC through Fordham University and other activities. [REDACTED]

### 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

**Part D: Parental Engagement Activities**

- name of provider
- how parents will be notified of these activities

Begin description here: In order to provide parents with the capacity to assist their children, a series of workshops, trainings and celebrations will be organized. The ESL department actively participates in parental involvement at The Angelo Patri School. In the fall there is a series of workshops for parents to acquaint themselves with various data reporting programs available to the community. The programs are accessible to all parents on-line at home or in one of our computer labs at the school. ARIS, Datacacion, Achieve 3000 and theangelopatrischool.org (school site) are some of the on line training workshops facilitated by the ESL department. At the culmination of the workshops there is a celebration where parents showcase their knowledge of their children’s academic lives through state assessment results, teacher generated daily reporting of class work and homework, English /Spanish language development software (which is available for the parents to utilize as they improve their own language acquisition) and finally how to access the wealth of information posted on the school’s web site.

In addition to providing bilingual instruction of basic computer operations, the ESL department surveys parents for a needs assessment in regard to future workshops. The scope of classes offered as a result of this survey ranges from basic Microsoft word to Budgeting with Excel to PhotoShop Elements 101. At the end of the series of workshops parents and their children (our students) are invited to an exhibition of new learning. Often, parents and students cooperate on a final project for this event.

There are several celebrations that occur in the ESL department throughout the year. In the fall the accomplishments of the students on the NYSESLAT are recognized with an awards ceremony. The parents and students gather as the school administrators present certificates to students. This festive atmosphere is accompanied with refreshments for parents, friends and students. Achieve 3000 invites parents and friends to the school for lunch to celebrate the accomplishments of the students utilizing this reading program. At this time parents are encouraged to access their own portal of language learning. Throughout the school year, various celebrations occur to celebrate student and parent learning. [?][?][?][?][?][?][?][?]

**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>	[?]	[?][?]

**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.
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>		