



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** THE ANGELO PATRI MIDDLE SCHOOL

**DBN (i.e. 01M001):** 10X391

**Principal:** GRACIELA ABADIA

**Principal Email:** [GABADIA@SCHOOLS.NYC.GOV](mailto:GABADIA@SCHOOLS.NYC.GOV)

**Superintendent:** MELODIE MASHEL

**Network Leader:** MARGE STRUCK

### 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Graciela Abadia	*Principal or Designee	
Bernhard Rauch	*UFT Chapter Leader or Designee	
Shenia Rudolph	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Elizabeth Dove	Member/ Parent	
Fanny Garido	Member/ Parent	
Hector Hernandez	Member/ Parent	
Jarai Jabble	Member/ Parent	
Sandra Thomas	Member/ Parent	
Ana Cortijo	Member/ Parent	
Carolina De Los Santos	Member/ Bilingual Math Teacher	
Michael Hamlett	Member/ Special Ed. Teacher	
Michelle Jervis	Member/ Social Worker	
Casey Kenny	Member/ Math Teacher/Instructional Lead	
Peter Runge	Member/ Math Teacher	
	Member/	
	Member/	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# **School Comprehensive Education Plan (SCEP) Requirements**

## **Which Schools Need to Complete the SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

### **Priority schools implementing a whole school reform model in 2013-14 are required to:**

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

### **Priority Schools Only**

<b>X</b>	<b>Expanded Learning Time (ELT) Program Description</b>
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### School Information Sheet for 10X391

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	575	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	27	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	36	# SETSS	12	# Integrated Collaborative Teaching	13
Types and Number of Special Classes (2013-14)					
# Visual Arts	27	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	82.0%	% Attendance Rate			88.2%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	33.0%	% Students with Disabilities			25.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			22.5%
% Hispanic or Latino	76.3%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	0.3%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	2.13	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			5
% of Teachers with No Valid Teaching Certificate	12.5%	% Teaching Out of Certification			8.5%
% Teaching with Fewer Than 3 Years of Experience	30.4%	Average Teacher Absences			7.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.0%	Mathematics Performance at levels 3 & 4			4.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			34.1%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP				
<b>Describe the strengths of your school's 12-13 SCEP.</b>				
The strength that we began to really focus our work on teacher effectiveness therefore moving towards increasing student achievement.				
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>				
The areas for improvement include the use of a fully operational PBIS program to support the social emotional and academic needs for all students				
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>				
The areas of improvement is that we needed more time to address the needs of our teachers through professional learning				
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>				
We had near implementation of our school's 2012-2013 SCEP. We consider the SCEP to be an evolving document that we are constantly assessing, modifying and working towards. Upon reflection, we realize that we need to continue to build on the work of the SCEP to strengthen it throughout the school building and employ consistency and full development as a school belief				
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>			<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>If all the goals were not accomplished, provide an explanation.</b>				
Our students did not achieve as well as expected on the ELA or Math exams. Students' achievement levels decreased across the board. We focused on all of our goals, yet still need to embed them throughout the entire school community.				
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
Some barriers and challenges of the SCEP would be ensuring that all stakeholders hold the same beliefs to achieve academic achievement for all our students.				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
Improved literacy for all students Creating a literary community for all students and community members All staff will be involved in professional learning to support the increase in literacy skills in all content areas 50% increase in parental involvement through workshops and learning activities based on academic and social emotional growth All units of study will be aligned to the CCLS				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
School leaders will communicate with the staff via email, common planning meetings, faculty conferences, grade conferences and written communications. School leaders will communicate with the community through phone blasts, parent forums, PTA conferences, memos and flyers.				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
If teachers learn best practices that are research based, then they will be better equipped to become more effective teachers, increasing student outcomes.				
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>				
In the SCEP, all of our goals are based on teaching and learning. At the Angelo Patri School it is all about the learning. Through focused and guided professional learning, teachers will improve academic achievement for all students.				
<b>List the key elements and other unique characteristics of your school's SCEP.</b>				
We encompass the entire child as we think and plan towards academic success for all students				
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>				
Evidence that this school can oversee and manage the improvement plan is we now have a clear consistent plan for professional learning and have hired an additional consultant to support learning. We also have two part time PBIS coaches to support the full implementation of the PBIS program for our schools.				

## Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Develop further system for reviewing instructional and organizational decisions in order to accelerate academic progress of students.							
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2013	<b>Page Number:</b>	1 of 1	<b>HEDI Rating:</b>	E

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) 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.			
<b>x</b>	<b>2.2 School leader's vision</b>	<b>x</b>	<b>2.3 Systems and structures for school development</b>
	<b>2.4 School leader's use of resources</b>		<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, 100% of the staff will be involved in professional learning to support the ongoing development of a literary environment in all content areas.	

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>	
<ol style="list-style-type: none"> <li>1. Staff members will be involved in Book Clubs and Book Talks around research based strategies to improving reading comprehension in all content areas.</li> <li>2. Professional learning for all staff with the support of consultants for teachers, instructional leads and supervisors.</li> <li>3. Cycles of planning and curriculum development and modification to support academic achievement.</li> </ol>	
<b>B. Key personnel and other resources used to implement each strategy/activity</b>	
<ol style="list-style-type: none"> <li>1. Teachers, consultants, educational assistants, principal, assistant principals</li> <li>2. Teachers, instructional leads, principal, assistant principals, consultants</li> <li>3. Teachers, instructional leads, principal, assistant principals, consultants</li> </ol>	
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>	
<ol style="list-style-type: none"> <li>1. Teachers will implement strategies learned and they will be evident in their daily practice and monitored through supervisory observations with feedback.</li> <li>2. Action plans will be developed around learning done with consultants to improve school wide practices and initiatives.</li> <li>3. Modifications and adaptations to current curriculum to support student achievement and ways to address the needs of all students.</li> </ol>	
<b>D. Timeline for implementation and completion including start and end dates</b>	
<ol style="list-style-type: none"> <li>1. Cycles of professional learning and Book Talks on best practices beginning October 2013 and ending in June 2014.</li> <li>2. November 2013 through June 2014</li> <li>3. Curriculum planning meetings, common planning beginning October 2013 and ending in June 2014.</li> </ol>	
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>	
<ol style="list-style-type: none"> <li>1. Staff will be involved in professional learning with a focus on data collection and analysis, best practices in incorporating literacy in all content areas, conferencing, and looking at student work. With the support of consultants in Science, ELA, ESL, and Math teachers will continue to learn how to incorporate best practices to support student academic achievement. Through focused supervisory observations using Danielson, teachers will receive timely feedback on their teaching and instruction based on their professional learning and the domains for effective instruction.</li> <li>2. Staff will be involved in professional learning through common planning with instructional leads, consultants and administration to support teacher learning in the areas of questioning and discussion, best practices, UDL, use of data to support effective planning and instruction, conferencing, best strategies for ELL's and special needs students.</li> <li>3. Teachers will meet with consultants, administration and instructional leads to examine, analyze and modify curriculum to meet the needs of students. During professional learning, common planning and intervisitations, staff and outside consultants will share best practices.</li> </ol>	

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>xx</b>	<b>PF Common Core</b>
<b>x</b>	<b>PF ELT</b>	<b>x</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen teaching practices that foster discussion, debate among students, and active learning so that all students engage in meaningful tasks and high levels of thinking

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2013	<b>Page Number:</b>	1 of 1	<b>HEDI Rating:</b>	E
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**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) 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.

<b>x</b>	<b>3.2 Enact curriculum</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>	<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

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

By June 2014, there will be full implementation of a rigorous coherent curriculum that is aligned to the CCLS .

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- All ELA teachers will use Expeditionary Learning and The American Reading Company as their primary means of instruction which is aligned to the CCLS
- All Math teachers will use CMP to support alignment to the CCLS
- Common planning by grade and content – horizontal and vertical planning
- Embedded professional learning to support planning around curriculum, CCLS, especially questioning and discussion

**B. Key personnel and other resources used to implement each strategy/activity**

- ELA teachers, instructional lead, supervisor, consultant
- Math teachers, instructional lead, supervisors, consultant
- All content area teachers, consultants, instructional leads, supervisors
- All content area teachers, consultants, instructional leads, administration

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Through focused walkthroughs and observations, supervisors and instructional leads will have specific foci to determine how teachers are incorporating best practices (conferencing, student centered instruction, discussion)
- Units of study will be evaluated on rubicon atlas for alignment to the CCLS
- Agendas will substantiate movement towards best practices, especially in questioning and discussion, data work, research based readings, looking at student work.
- Teachers will incorporate new strategies into their teaching and learning. Based on the learning done by the teachers, evidence of new learning will be in their lessons and planning.

**D. Timeline for implementation and completion including start and end dates**

- September 2013-June 2014 Common planning for ELA teachers occurs once a week and during consultant visits twice a month for ELA and twice a week for ELL teachers. Once a month during extended day professional learning teachers meet to plan.
- September 2013-June 2014 Common planning for Math teachers occurs once a week. Once a month during extended day professional learning teachers meet to plan.

3. September 2013-June 2014 Content areas common planning occurs once a week and once a month content area teachers meet for horizontal and vertical planning.
  4. September 2013-June 2014 Once a month during extended professional learning staff meets to support planning around the CCLS with a focus on questioning and discussion.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teachers will be involved in learning the new curriculums for the school year. Through common planning, professional learning activities and work with the consultant, teachers will study research based practices to improve teaching and learning with a foci on questioning and discussion. Common planning happens once a week by grade and content and once a week, teachers meet vertically by content. Teachers will use various research based materials to support their learning and their students' teaching and learning
  2. Teachers will be involved in exploring the use of CMP in their classrooms. During these meetings, teachers will unpack the units of study, work through the performance tasks and explore ways to best meet the needs of students. Teachers will study research based practices to improve teaching and learning with a foci on questioning and discussion.
  3. Teachers will meet once a week to share best practices, explore curriculum in the content areas and develop strategies to best meet the needs of our students with the support of instructional leads and consultants. Teachers will discuss ways to encourage questioning and discussion in the classroom and incorporate their learning into their teaching and planning
  4. Teachers will study videos, articles, and use a hands on approach to develop better strategies to encourage questioning and discussion into their teaching. Through a careful review of materials teachers will begin to incorporate these strategies into their instruction and planning. Teachers will increase their use of questioning and discussion strategies to support an increase in student engagement.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>			
	<b>PF ELT</b>	<b>xx</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Strengthen teaching practices that foster discussion, debate among students, and active learning so that all students engage in meaningful tasks and high levels of thinking.							
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2013	<b>Page Number:</b>	1 of 1	<b>HEDI Rating:</b>	D

**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) 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.			
<b>x</b>	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
<b>x</b>	<b>4.4 Classroom environment and culture</b>	<b>x</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, 100% of teachers will develop plans aligned to student needs and promote high levels of student engagement and inquiry as measured by an increase in the use of questioning and discussion in all classrooms.	

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
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<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>Teachers will be involved in a focused study around the use of questioning and discussion to support student higher thinking</li> <li>Teachers will view videos and research based literature around using questioning and discussion effectively to support student academic achievement.</li> <li>Teachers will use learning targets geared at student instructional outcomes in their lessons and use them to assess student learning.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>Teachers, administration, consultants, instructional leads</li> <li>Teachers, administration, consultants, instructional leads</li> <li>Teachers, administration, consultants, instructional leads.</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>Teachers will incorporate strategies to support an increased use of questioning and discussion in their planning and instruction</li> <li>Common planning meetings will encourage discussion and in-depth study of questioning and discussion through the use of articles and videos.</li> <li>Learning targets aligned to the CCLS will be developed to support student friendly goals and objectives for all lessons</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>October 2012 – June 2014, during weekly common planning and during professional learning, teachers will be involved in the study of questioning and discussion and how it support academic achievement</li> <li>During common planning sessions and extended day professional learning teachers will be involved in the use study of questioning and discussion to improve their instruction therefore increasing student engagement.</li> <li>October 2013-June 2015 teachers, consultants and administration will be involved in creating learning targets during common planning and professional learning time to support academic achievement</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>During common planning and professional learning, staff will use videos and articles to study questioning and discussion as a tool to increase student engagement and move towards higher level thinking and learning. Teachers will incorporate strategies learned into their teaching and will share results during common planning.</li> <li>Teachers will learn how to use questioning and discussion effectively in their classrooms through the use of video, research based articles and intervisitations and debrief about their learning and how they will incorporate these strategies into their instruction.</li> <li>Teachers will use the CCLS to develop learning targets that are student friendly and aligned to the content being taught through professional learning during common planning as well as during extended day professional learning sessions.</li> </ol>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>	<b>x</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**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 in the space from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
The school embraces an exceptionally positive school culture and nurturing learning environment that provide social-emotional and academic supports to all students.			
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2013-2014
<b>Page Number:</b>	1 of 1	<b>HEDI Rating:</b>	E

**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) 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.			
	<b>5.2 Systems and partnerships</b>	<b>x</b>	<b>5.3 Vision for social and emotional developmental health</b>

**Annual Goal #4**

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

By June 2014, 100% of the school will know the RAMS Way, be involved in PBIS , participate in character education creating a safe and healthy learning environment

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Continue to initiate a system of PBIS using RAMS as our school motto to support student social and emotional health through a school wide campaign using positive rewards, school motto and logo and system to identify at risk students.
2. Monthly curriculum focus on character building based on our school logo RAMS – Respect, Accountability, Maturity Success taught by PBIS coaches, Wediko staff and guidance department
3. Academic celebrations to celebrate the academic and social/emotional achievements of all students and to include staff
4. Various activities during and after school will support social emotional development

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers, PBIS team, administration, Wediko, guidance counselors, social workers
2. Wediko staff, PBIS team, administration, guidance counselors, social workers
3. All staff
4. Teachers, Leadership Program, social workers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Calendar of events will be developed through the PBIS team to support positive celebrations,
2. Positive goals will be created and posted throughout school related to RAMS motto based on the curriculum taught
3. Monthly POD meetings to celebrate academic and social/emotional achievements – medals, certifications, honors
4. Performances, service learning projects

**D. Timeline for implementation and completion including start and end dates**

1. October 2013-June 2014 – PBIS team will have weekly meetings to discuss next steps and continue to implement PBIS systems throughout the school year.
2. October 2013-June 2014 – curriculum will be taught to students once a week based on our core values – Respect, Accountability, Maturity, and Success
3. Monthly celebrations to honor academic achievement and social emotional development
4. Friday's after school November 2013-June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The PBIS team will have professional learning activities with the staff to collaborate and develop the PBIS Way of the RAMS. They will also meet as a team to discuss next steps in the implementation of PBIS and develop systems for ensuring its smooth transition through pep rallies, POD celebrations, in class lessons and communications to the staff.
2. Curriculum will be taught to students based on Respect, Accountability, Maturity and Success by the PBIS team throughout the school year to ensure students are able to identify and own the RAMS Way
3. At the end of each month, POD meetings will be held schoolwide to celebrate the academic and social/emotional achievements of all students. These will beheld by floor and grade and awards, medals and other honors will be celebrated by all
4. Girl's Circle for our young ladies once a week to support the development of leadership skills and college and career readiness will be held by our social worker on Friday afternoons. A dance club every Friday after school to support healthy lifestyles and positive behaviors . Boys mentoring program to support leadership, healthy choices and social emotional development Young Men's Leadership Group meets once a week. Zumba classes for girls before school.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	Title IA	Title IIA	Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

PF AIS	PF CTE	x	PF College & Career Readiness	PF Common Core
	PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement

### 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Develop further systems for reviewing instructional and organizational decisions in order to accelerate academic progress of students.			
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2013-2014
<b>Page Number:</b>	1 of 1	<b>HEDI Rating:</b>	D

#### **Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) 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.			
	<b>6.2 Welcoming environment</b>	<b>x</b>	<b>6.3 Reciprocal communication</b>
<b>x</b>	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

#### **Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be a 50% increase in parent and family workshops to support families in helping their children succeed academically and social emotionally.

#### **Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>Develop a needs assessment to determine the types of workshops and learning activities parents are interested in to support student academic achievement and social-emotional development.</li> <li>Develop systems to communicate with families about high impact curricula and social/emotional concerns</li> <li>Develop systems to ensure parents needs are met and parent concerns are articulated in a safe space</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>Administration, Parent Coordinator, Title 1 Coordinator, Parents, PTA</li> <li>Administration, Parent Coordinator, PTA</li> <li>Principal, Parent Coordinator, PTA, Tittle 1 Coordinator</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>Increased attendance at workshops provided by school staff and agencies to promote the whole child</li> <li>Monthly calendars to families around meetings, workshops, and other high impact issues around the academic achievement of their children.</li> <li>As a result of these meetings, workshops, meetings and other supports will be designed to support the needs addressed</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>Monthly workshops and monthly PTA meetings to support family communication and school engagement increasing the home school connection</li> <li>Once a month calendars will be sent home to families. Phone blasts as needed to disseminate important information regarding their children</li> <li>Once a month from October 2013-June 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>From the results of the needs assessment, PTA, administration, Title 1 Coordinator will determine what workshops will be provided to families of our students. Domestic violence workshops with the RAPP counselor, a monthly calendar to notify parents of the learning provided in schools to support student learning, monthly Community Circle meetings for parents with a specific focus on social emotional development, parent workshops based on the CCLS, school initiatives, curriculum and instruction and ways to support their social emotional growth, Saturday classes for parents who are ELL's to support their language acquisition skills..</li> <li>Monthly calendar and phone blasts as needed to alert families of workshops, meetings, testing information and other pertinent information as needed.</li> <li>Monthly meetings and planning sessions with the PTA, Parent Coordinator, and administrative staff to discuss concerns and needs of the families of our students</li> </ol>

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.							
<b>X</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>
							<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.							

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>	<b>X</b>	<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Expanded Learning Time (ELT) Program Description**  
**PRIORITY SCHOOLS ONLY**

**ELT Work Plan**

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

**Program Goals**

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

Students participating in ELT in the 2013-2014 school year will show at least one year growth on ELA and Math exams  
ESL and Bilingual students participating in ELT in the 2013-2014 school year, will show growth in the NYSESLAT exam

**Activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

**A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

1. Student participate in I-Ready in both ELA and Mathematics
2. Students participate in Imagine Learn and I-Ready– ESL, Bilingual, Newcomers
3. I-Ready is both a computer based program and text based program that uses the CCLS as their guide to ensure students are mastering skills at their independent level.
4. Imagine Learn is a computer based program that starts students at their level of instruction
5. I-Ready Diagnostic and Instruction is a research-based program. The adaptive diagnostic assessment evaluates areas critical to reading success—phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. Assessment results not only provide data to help administrators make decisions and teachers plan instruction, but they also formulate an individualized instruction plan for every student.
6. Imagine Learning English is a computer-based instructional program that teaches children English and develops their literacy skills through individualized instruction. The program delivers specific data reports for each student, highlighting their needs at any time as they progress through the program. The expertly designed curriculum is combined with art and music and delivered through computer technology. Imagine Learning English teaches direct vocabulary development (including academic language), listening and speaking, phonemic awareness, emergent literacy, and school readiness with individualized lessons and powerful graphic support. Each child receives differentiated instruction based on individual students/ need

**B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

1. Classroom teachers will be assigned to their students to maintain consistency in skill building and academic intervention services. Sixth grade teachers will work with 6<sup>th</sup> grade students, 7<sup>th</sup> grade teachers will work with 7<sup>th</sup> grade students and 8<sup>th</sup> grade students will be assigned to 8<sup>th</sup> grade teachers.
2. ESL and Bilingual teachers work with our ESL and bilingual students

**C. Identify the target population to be served by the ELT program.**

1. All students who received a met promotional criteria rating on the ELA and/or Math exam in 2013 as well as students who are level 1's are participating in the ELT program.
2. Students who are newcomers are participating in the Language Academy as well as bilingual and ESL students who are first time test takers and level 1 in Math and/or ELA

**Budget and Resource Alignment**

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	<b>21<sup>st</sup> Century</b>	<b>X</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title I SWP</b>		<b>Title I TA</b>	<b>x</b>	<b>Title I PF</b>		<b>C4E</b>
<b>x</b>	<b>Title III</b>		<b>Title I SIG</b>		<b>PTA Funded</b>		<b>Grants</b>		<b>In Kind</b>		

List any additional fund sources your school is using to support the instructional goal below.

PF-ELT

**Community Partnerships**

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

**A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.**

N/A

**B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.**

N/A

**ELT Program Narrative**

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

**A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.**

The ELT program is meeting requirements to integrate enrichment opportunities, academics, and skill development by providing students with a variety of after school activities. Twice a week, students are involved in skill building and academic opportunities to support their academic growth. Once a week, students are afforded Club Day after school where students are involved in dance, art, and other enrichment activities. The Saturday Academy supports our bilingual and ESL students with a Language Academy that supports language acquisition and academic support. Our general education students and special needs students are a part of the Saturday Extended Learning Academy which focuses on literacy and math skill reinforcement as well as supports to master the CCLS.

**B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.**

The components of the program include ELA and Math instruction based on the CCLS and the needs of the students as per diagnostics given using I-Ready. Using I-Ready, a computer based program, students are leveled according to their independent level in both ELA and Math. Students are assigned work based on their level. Teachers pull small groups and use support materials to reteach, reinforce or introduce skills and/or topics. Club Day has students participating in activities they enjoy, want to learn, and choose based on their interest. ESL and bilingual students are assessed using Imagine Learn and the computer program is matched to their entry point. In Math, students use I-Ready and other support materials for skill building and moving towards mastery of the CCLS.

**C. Describe how the ELT program will address the unique learning needs and interests of all students.**

The ELT program addressed the learning needs of students based on the diagnostic given in both ELA and Math. From the diagnostics students are matched to their current level and offered tools to master skills and strategies at their instructional level. As this is completed, students are moved to the next level of instruction. The material is scaffolded to support where they are and where they need to go. Teachers are also afforded a toolkit of materials to support small group instruction based on their needs of their students. While students are using the computer based program, teachers are working with students in small groups based on their level and need. The supplemental materials offers students direct instruction in their specific skill area of need.

The ELT program addresses the interests of students by affording them the opportunity to choose activities that they are interested in. The computer based programs are animated and engage students in their learning as they move up in their skill levels.

<b>D. Are the additional hours mandatory or voluntary?</b>	<b>x</b>	<b>Mandatory</b>		<b>Voluntary</b>
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**E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.**

All students were given consent slips to participate in Extended Learning Time. Teachers also reached out to families of those students entitled to the service to ensure students are participating.

**F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.**

We are providing services for our students throughout the week and on Saturdays to support their academic achievement. During the Extended Learning Time, all students will be provided individual and direct instruction to meet their needs. Students will be using computer programs as well as text based work to support their learning.

<b>G. Are you using an ELT provider procured using the MTAC process?</b>		<b>Yes</b>	<b>x</b>	<b>No</b>
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**H. Describe how you are evaluating the impact of the ELT program on student achievement.**

We use the diagnostic to get a baseline as to where our students are in ELA and Math. Throughout the course of Extended Learning Time, we will give summative and formative assessments to determine the progress of our students and determine if modifications need to be made.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	100 Book Challenge I-Ready Imagine Learn	Small group instruction Small group, one – on – one, tutoring ESL students	During the school day in all classes, including Special Needs and ESL, bilingual classes Extended Day, Saturday Academy, Extended Learning Time Saturday Language Academy, during the school day in small groups, one-on-one
<b>Mathematics</b>	I-Ready	Small group, one-on-one	Extended Day, Saturday Academy, Extended Learning Time
<b>Science</b>	Use of manipulatives, lab experiences and projects and the development of informational literacy skills and technology skills	Small group, whole class, one-on-one	During the school day
<b>Social Studies</b>	Informational literacy skills developed through the use of informational text, DBQ's, primary and secondary sources to amplify social studies skills and concepts	Small group, in class	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	RAPP Girl's Circle Young Men's Leadership Group TAPS Mentoring Sanctuary Zumba	Individual, group	During the school day, after school Before school

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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 teachers as informed by teacher surveys, formal and informal observations. Teachers also participate in other professional learning offered through the various organizations that support our goals. We also are afforded the services of various consultants to support the growth of teachers practice to support student achievement.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The coordination and integration of funds are used to align our goals with specific programs and materials. Program design and implementation are based on the needs of our students and funding supports the goals of such programs and services.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The curriculum teams create assessments and design rubrics to assess student learning. We use performance tasks and unit exams to measure student learning. We then modify the curriculum to ensure that our students can have multiple entry points to CCLS grade level assessments.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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## **Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards 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;
- 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);



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>391</b>
School Name <b>Angelo Patri Middle School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Graciela Abadia</b>	Assistant Principal <b>Beth Shimkin</b>
Coach <b>type here</b>	Coach <b>Heather Rohan</b>
ESL Teacher <b>Silvia Thurn</b>	Guidance Counselor <b>Eury Padilla</b>
Teacher/Subject Area <b>Ms. Romeo, Social Studies</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Heather Rohan</b>	Parent Coordinator <b>Stacy Torres</b>
Related Service Provider <b>Michelle Jervis-White</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>578</b>	Total number of ELLs	<b>158</b>	ELLs as share of total student population (%)	<b>27.34%</b>
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## Part II: 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%)							2	2	2					6
<b>Dual Language</b> (50%:50%)							0	0	0					0
<b>Freestanding ESL</b>														
self-contained							1	1	2					4
Push-In							2	2	2					6
<b>Total</b>	0	0	0	0	0	0	5	5	6	0	0	0	0	16

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	158	Newcomers (ELLs receiving service 0-3 years)	93	ELL Students with Disabilities	23
SIFE	32	ELLs receiving service 4-6 years	39	Long-Term (completed 6+ years)	43

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	67	20	0	11	4	0	0	0	0	78
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	25	5	5	27	3	14	29	0	9	81
Total	92	25	5	38	7	14	29	0	9	159

Number of ELLs who have an alternate placement paraprofessional:

### 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							21	33	41					95
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>33</b>	<b>41</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>95</b>

\*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<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							13	24	26					63
Chinese														0
Russian														0
Bengali							0	1	0					1
Urdu							1	0	1					2
Arabic							0	0	1					1
Haitian														0
French							0	1	2					3
Korean														0
Punjabi														0
Polish														0
Albanian							1	0	0					1
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	15	26	30	0	0	0	0	71

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)							10	22	26					58

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							10	10	12					32
Advanced (A)							16	19	16					51
Total	0	0	0	0	0	0	36	51	54	0	0	0	0	141

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	7	10				
	I							7	14	11				
	A							7	18	22				
	P							11	8	3				
READING/ WRITING	B							8	8	17				
	I							15	13	10				
	A							6	15	20				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	28	1	0	0	29
7	49	2	0	0	51
8	51	4	0	0	55
NYSAA Bilingual (SWD)					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	16	14	3	1	0	0	0	0	34
7	23	29	4	1	0	0	0	0	57
8	29	34	0	3	0	1	0	0	67
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>0</u>	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
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)								
Chinese Reading Test								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At the Angelo Patri School we use the 100 Book Challenge as our school wide RTI intervention which evaluates and assesses the independent reading levels of our students. Students are also given a writing diagnostic in the beginning of the year to help teachers assess student writing needs. The majority of our students are at least two -three grade levels below in their reading. Our newcomers and beginners are reading on a preprimer/kindergarten level. Students are being immersed in vocabulary, phonics and word/picture recognition. The insights provided by the data shows the staff at the Angelo Patri Middle School that our ELL's need intensive support in language acquisition and need to be provided with support in phonics and vocabulary development. The data helps inform the instructional plan because we know what components of instruction needs to be targeted.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns across the proficiency levels continues to show that our students are struggling with the listening section of the NYSESLAT. Some students went down a level and several students stayed at the same level. Looking at data shows us that our students that are ELL's are coming in with very weak skills and very weak L1.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

In looking at the NYSESLAT modalities results from our ELL students, we see that we need to support our students with their listening and comprehension skills. The information from the NYSESLAT modalities informs our instructional planning in our ELL classes to address student strengths and weaknesses. This information is helping us determine what components of instruction we need to focus on to ensure student success. The data from the AMAQ reveals that we did not meet our targets for the 2012-2013 school year. The information is shared with the staff and then we make instructional decisions for during, after and Saturday school.

4. For each program, answer the following:
  - a. 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?

Our students are not coming in strong in their L1, as a result our students do not perform well in exams in their native language. They also struggle with exams taken in English due to the large gaps in their reading. The results of the ELL Periodic are assessed and evaluated by staff and administrator. It is timed data that helps us determine where they are and what we need to put in place to support their academic achievement.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Although we are a middle school, The 100 Book Challenge is used as our school wide RtI framework. Students read books in English and in Spanish (TBE) based on their independent reading level. The students are conferences with using Skill Cards to determine their focus. Students are assigned power goals for the week which focuses their reading plan of action. Along with the 100 Book Challenge which supports our students increased reading comprehension, students who need additional support are receiving pull out services in both math and ela. Based on diagnostic information, leveling, and other teacher assessments student who are in Tier 2 receive additional support through guided work. Students who are Tier 3 as well as newcomers receive additional support with one on one interventions with teachers and also if need be use Imagine Learning to support their language acquisition which in turn will help them academically.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
We have a native language class for our students whose L1 is Spanish.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Throughout the school year at team meetings, we evaluate how the ELL program is preparing our students for academic achievement.

The ESL teachers analyze data from the NYSESLAT and in house assessments to determine the validity of the program and what steps need to be taken to improve upon the work we are doing. The administrative team discusses the data and determines next steps as well. Through informal and formal walkthroughs and observations, feedback is given to our teachers on their teaching with viable next steps towards more effective instruction. The data we collect is used to plan professional learning activities. Looking at the AYP for ELL's further supports our planning and programming since it identifies the subgroups that have nor or have met AYP.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The initial process at the Angelo Patri School for new students registering for the first time in a NYC school is structured to allow for Eury Padilla, our guidance counselor, Silvia Thurn, ESL teacher and/or Marjorie Metsch, assistant principal to be present. The informal interview is conducted in the English and the native language of the parent/guardian when possible. When necessary, the team accommodates parents and students with native language support. Language of instruction from previous formal education in addition to language(s) spoken in the home are identified through the Home Lanague Identification Suryvey. From the information gathered, the determination for the Lab-R is made. In the case of a student who is Spanish dominant, the Spanish Lab is also administered within ten days of admission.

If a student's Lab-R score is at a level of beginner, intermediate, or advanced, he or she is considered intermediate, or advnaces, he or she is considered a LEP (Limited English Proficiency). Only students who score Proficient are not LEP. Once a student has been identified as a LEP, the student has to be placed in the appropriate program ofered at Angelo Patri School (Englush as a Second Language -ESL or Transitional Biligual Education -TBE) within 10 days

Each year all English Language Learners are administered the NYSESLAT to evaluate progress in language acquisition which includes the four modalities of speaking, reading, listening, and writing. 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 RLAT reports available on ATS support the school in determining eligibility to take exam (RLER) and the NYSESLAT history(RLAT). The ELA Common Core State Exam is administered to all students who have at least one year in the New York CItY School System. The New York State Common Core State Exam is administered to all students in English and Spanish, as well as in other languages where available. Translation services are also provided for students whose test is not provided in their native language.

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.  
After completing the HLIS and preliminary decision of eligibility for ESL services, parents are asked to view a brief video outlining the three options in the New York CItY scchool system. This video is available in several languages including English, Spanish, French and Italian. Stacy Torres, the Parent Coordinator, and Eury Padilla, our guidance counselor, and Marjorie 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. Parents are afforded the opportunity to speak with staff to further their understanding of the choices available.

If parents aren't available to view the video at the time of registration with Stacy Torres, the Parent Coordinator, an appointment is made within a week to receive information on options available for the child. Stacy Torres, the Parent Coordinator follows up

with a personal telephone call and/or a written invitation to these parents to come into the school to view the video, discuss questions and concerns before completing the Program Selection Form.

The Angelo Patri School also offers an open house during the day and evening for parents to come into the school to obtain information on the options for ELL students. Additional meetings are held during open houses, parent teacher conferences and additional meetings for ELL students. 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 ELL's and their families. Bilingual school counselors and Social Workers, SETSS, Academic Intervention Service in Spanish and other related services as well as a bilingual coordinator is available.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Once a student has been identified as a LEP, then the student has to be placed in the appropriate program offered at the Angelo Patri School within 10 days. At the Angelo Patri School we offer Transitional Bilingual Education or ESL. 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 Guidance Counselor. In the event the Program Selection has not been returned, a letter and/or follow up phone call is made to the parent to come to the school to discuss the selection. Letters are also given to the student if phone and mail outreach is difficult. When needed we send one of our Family Workers to the home to hand deliver a letter

Entitlement letters are based on the NYSESLAT and shared with the guidance counselor in her office. Parent surveys and Program Selection forms are also kept on file in her office. These documents are completed by Stacy Torres, and are also kept on file in her office. These documents are completed by the parents on the day of registration or are completed by the parent within ten days of the student registration.

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. 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.

When students are identified for bilingual or ESL instructional programs, they are assessed with the LAB-R. The LAB-R is hand scored on the school level and the raw score determines if the student is a beginner, intermediate or advanced in the level of language acquisition. The student is placed in either a bilingual class or ESL class by grade. Final scores of the LAB-R are received from the DOE and the two results are compared for accuracy. Students are placed in grade appropriate classes with the exception of our beginners, which are grouped together to support language acquisition.

Families are notified through letters in their preferred language. We access the DOE website for translations of parental letters. 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. They are periodically reviewed based on student data. Entitlement letters are reviewed after the NYSESLAT results are dispersed. The letters are reviewed to determine level of service and continuity of service. These letters along with the Home Language Survey's are attached and placed in students' cumulative records.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is given to all English Language Learners every spring. This exam is used to assess and evaluate the students progress in reading, writing, speaking and listening. The exam is given in four parts. Reading is day 1, writing is day 2, listening is Day 3 and the speaking section which is done one-on-one with a teacher and student and is completed during the window permitted. Since teachers of English Language Learners are not permitted to test their own students, we train our ELA teachers to support the process of testing our students in the speaking section of the NYSESLAT. Students who are absent are given the opportunity to test during make-up days which are scheduled during the permitted time frame.

6. 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.) 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. 

With a review of the Parent Surveys and Program Selection forms for the past few years, we have noticed that the trends are similar. A large number of our Spanish speaking parents continue to request that their students be placed in our bilingual program. Students of other than Spanish as their native language are placed in our ESL classes. Very few parents request for their child to be placed in a monolingual class with ESL support services. The program models offered at our school align with parent choice. The parents are pleased to hear that our beginners are pulled out of class during ESL/ELA and offered intensive support in language acquisition by being placed in a separate class that is parallel programmed to our ESL and Bilingual ESL classes.:

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Instruction for our ELL's has changed this year. The new initiative focuses on our TB and ESL classes being grouped heterogeneously. Our Special Needs students who are entitled to ESL are serviced with by the push in model. The TB classes and the ESL classes are self contained and serviced heterogeneously in all contents with the exception of our beginners which are grouped homogeneously. Our classes are parallel programmed to assure our beginners are able to have a separate location for their instruction. All students are using Expeditionary Learning as their core curricula with intensive ESL strategies woven into their learning, while the Beginners are using Imagine Learn and Milestones. The ELL program is block scheduled. Classes stay together as a group with the exception of the Beginners which is ungraded.

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)?

Our program ensures the mandated minutes of instruction are met through block programming. The beginner and intermediate receive 360 minutes of instruction per week, while the advanced students receive 180 minutes of instruction in ELA and 180 minutes of instruction in ELA.: Native Language Arts is a separate class as well as through students' content areas. To continue to support NLA instruction, we have an after school program which focuses on the continued development of NLA for our students. Science and Math have an NLA component for beginning level students. In September, 60% of instruction is in their Native Language and as the year progresses it tapers down to 25%.

For ESL students with a L1 other than Spanish, we provide support in numerous ways, bilingual dictionaries are available for us, we have extended day programs to support learning, music, art, lyrics are incorporated into curriculum.

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 foster language development and meet the demands of the Common Core Learning Standards.

Our ESL program provides instruction in English concentrating on English language acquisition. Content areas are delivered in English. In our TBE programs instruction is taught in both English and Spanish. Teachers begin their instructional model with 60% in students native language and by the end of the school year have tapered off to 25% with continued supports to ensure student understanding and academic growth in reading, writing, listening and speaking. Teachers use ESL methodologies with a strong focus on the SIOP model of instruction. To support teacher growth, teachers attend professional development activities and turnkey their learning to the staff. A major focus for the school year is Questioning and Discussion. The curriculum used introduces several protocols to encourage speaking and listening amongst students. Teachers spend a great deal modeling expectations and standard based responses. Our teachers also use learning targets to focus student learning. Teachers use these targets to keep students focused on their learning and use them to assess student learning. Teachers are then able to modify and adapt instruction as a result of summative and formative assessments used throughout the learning cycle.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

ELL's are appropriately evaluated in their native language throughout the school year using the Spanish IRLA. This is our third year using the 100 Book Challenge which is an RTI program using school wide. Students level themselves and then teachers perform a levels check to determine accuracy. Once students are appropriately leveled they read on their independent reading level and teachers conference with them to support their reading comprehension and offer specific strategies to increase their reading. Students use Skills Cards to support their learning and focus them on what needs to be mastered on that level. Power goals are assigned for students to focus their reading and skill mastery. Students are also assessed using the Spanish Reading Test (ELE) Teachers use these results to support their Native Language Arts Program and ensure students are using appropriate materials to meet their needs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Using the baseline data from the previous years NYSESLAT, we assess students in reading, writing, listening and speaking throughout the course of the school year through the use of diagnostics, formative and summative assessments. All of our units of study include a diagnostic, performance tasks and a unit exam. We also have our students share their QuickWrites to determine accuracy in writing and speaking. We will be incorporating a discussion/speaking rubric into all units of study as students are

becoming more involved in questioning and discussing in the classrooms. Teachers have students share their work aloud and will receive feedback and next steps to continue to improve in their language acquisition. Newcomers and beginners use Imagine Learning, a computer based program, which has an audio component which assesses student language acquisition as they increase their language acquisition. Students use books on tape to improve their listening skills and respond to questions based on what they are listening to. in order to assess understanding.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
  
7. 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?
 

The instructional strategies and grade level materials teachers use for students of ELL-SWD's include Expeditionary Learning, Imagine Learn and the 100 Book Challenge. The materials used are aligned with the common core standards and teachers use the strategies taught and discussed during team meetings to design effective instruction. UDL is used with ELL-SWD students to ensure their needs are being met. Teachers also use the various protocols presented in Expeditionary Learning to encourage questioning and discussion amongst their peers.
  
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 

Based on students' IEP goals, teachers plan around their students' goals and use the common core standards in their planning and instruction. Push in teachers support and modify the classroom teachers instruction incorporating ESL strategies to modify their teaching and support of the curriculum. Students who can be mainstreamed according to their IEP are mainstreamed throughout the course of the day. After school and extended day programs also allow for our special needs students to be grouped with general education students. Students with IEP's are involved in guided groups with general education students throughout the course of the day to address their needs.

### 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:	Spanish			
Social Studies:	English/Spanish			
Math:	English/Spanish			
Science:	English/Spanish.			

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

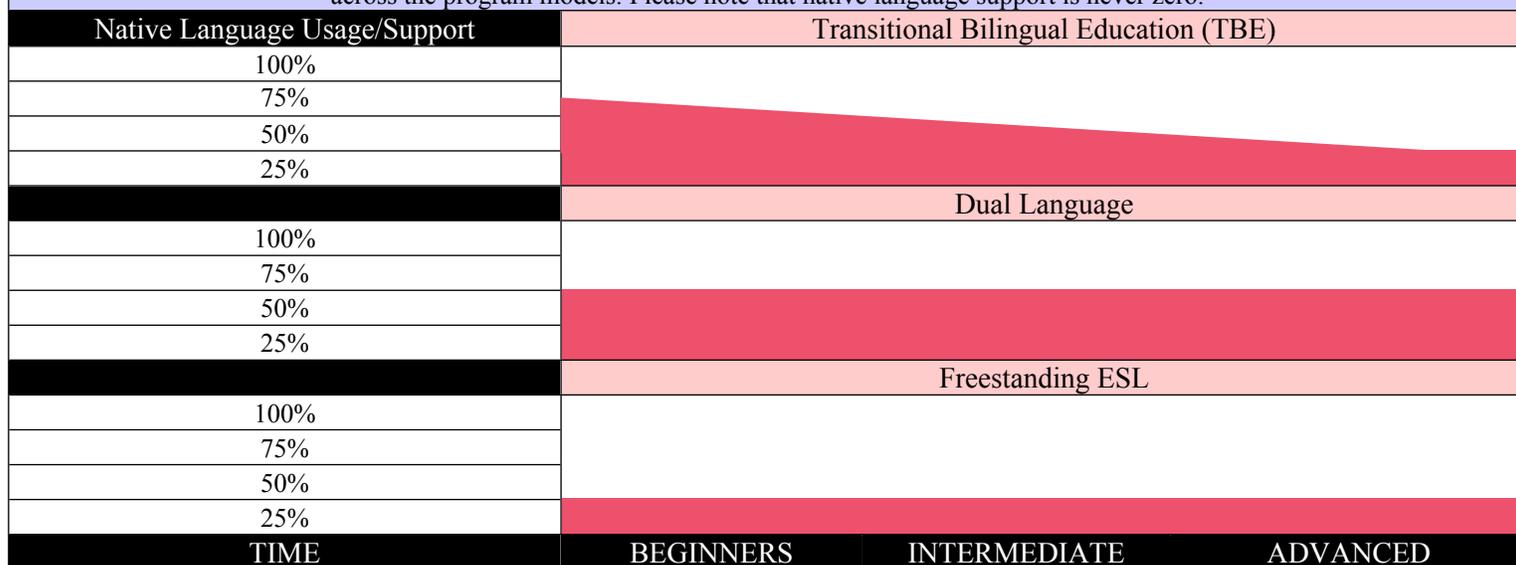
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

In ELA students use The 100 Book Challenge to increase their reading stamina and comprehension. All students are involved in this intervention as it is our school wide RTI. Level 1 students are in extended day and receive additional support in reading, writing, listening and speaking. Students who have dropped a level on the NYSESLAT are provided pull out support by a licensed ESL teacher in the four modalities.

In Math, students who are level 1's participate in the Saturday Academy for math intervention. Students who are level 1 and level 2 participate in extended day

Students in monolingual classes receive push in services in social studies and science. They work with ESL teachers on the content presented in class with the assistance of the push in teachers. The ESL teachers are able to support student learning by breaking down the content and assignments for further understanding.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

To date the current program is working well. The students are using grade appropriate materials and learning how to manage the activities and performance tasks based on the skills and strategies being presented. The students are actually satisfied with being in the classroom with their age appropriate peers and engaged in their learning. A major initiative is The content that is being taught is creating students. The newcomers are feeling safe and confident in the newcomers class and are engaged in the four modalities of learning.

11. What new programs or improvements will be considered for the upcoming school year?

This year we determined that the ELL department needed a change. Instead of grouping student homogeneously we decided to group them heterogeneously because the data revealed that our ELL's are continuing to struggle in all content areas. We recognized that our newcomers and beginners need additional support so we created a class for them to focus on language acquisition for the first four months of school. They will be assessed to determine their levels and determine how to adapt the curriculum for them. Since this is the first year with this redesign, we will assess whether or not we need to consider any program improvements need to occur. We are going to design a program for our first time test takers of ELA for the upcoming school year because they have extreme difficulty transitioning to grade level testing materials.

12. What programs/services for ELLs will be discontinued and why?

N/A - to be determined after assessing the changes we made this year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Students are afforded equal access to all school programs by being provided access to after school programs in academics and the arts, Saturday Academy for academic achievement, Saturday Language Academy,

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Students that are newcomers and beginners use Milestones and Imagine Learning, a computer based program for language acquisition, to support ELL's. Intermediate and Advanced students are using Expeditionary Learning as the core curricula for their ELA instruction.

In Math, students are using Connected Math

In Science, Achieve 3000 will be used to support current curriculum which is common core aligned. Teachers will be using Achieve 3000 for supplemental readings as well as some of the students will use Achieve 3000 to support student learning.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered in bilingual classes in the content areas. In ESL classes, students are instructed in English with the exception of the beginners and newcomers groups in which instruction is delivered in English with support in their native language as needed.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

When new students arrive at the school, besides the evaluating and assessing of the students ELL status, students meet with the guidance counselor to gather information and transition them into the school. Newly enrolled ELL's are buddied up with a classmate to help them navigate the school and help them transition into the school culture.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan for our ELL personnel at The Angelo Patri School includes weekly team meetings, consultant work, professional development activities provided by the CFN and outside professional learning activities.. Weekly team meetings include data analysis, curriculum analysis and development, professional reading and the exploration of ESL strategies to support student achievement. Teachers that teach ESL classes in the content areas meet weekly in grade level teams by content. During these weekly meetings teachers are involved in data analysis, curriculum analysis and development, professional readings and the study of effective ESL strategies to support their students. ESL teachers teaching ELA use Expeditionary Learning as their core curricula and during professional learning they determine how to best meet the needs of their students using ESL strategies to drive the discussion. Using data teachers are able to determine next steps, strengths and weaknesses and how to effectively meet the needs of their students. Teachers who participate in outside professional learning turnkey their learning to maximize on their learning and build capacity within their departments. We have an ESL consultant who comes in twice a week and supports the teachers in planning, instruction and the classroom environment. The consultant supports the teachers through visitations, modeling, individual conferences and planning sessions and team meetings. All other personnel are involved in our monthly professional development sessions and involved in the reading initiative within the school. Educational assistants are training in our computer based programs and the 100 Book Challenge to support students language acquisition and academic growth.

2. Professional Development for teachers of ELL's includes weekly team planning meetings by grade and content, along with ELL teachers meeting weekly for ELA instruction. At these weekly meetings, teachers meet to discuss planning, delivery of instruction, data analysis and how to integrate ESL strategies into their planning and instruction. Teachers analyze data and formulate next steps based on data from formative and summative assessments, reading assessments, and conferencing notes. Teachers use the Common Core Learning Standards to design, assess and evaluate instruction, assessments and student learning.

3. To support our teachers of ELL's in supporting our ELL's in transitioning to middle school a series of assessments are used to assess student entry points and help determine teachers' instruction. The use of these assessments helps teachers begin to understand student needs and support students in understanding their learning needs. We create small learning communities within the school and have monthly pod meetings to discuss goals and the vision of the school. We also discuss the expectations of the school and share steps to help them acclimate to the school environment. The small learning communities support the "family" feeling and all teachers are introduced as support systems. For families, we hold Meet and Greets in September to support parental involvement and share our goals for the school year. At these Meet and Greets, families and their children are introduced to their children's teachers, and share instructional expectations and goals. We also have support staff available, a bilingual guidance counselor, PBIS coaches, and a Wellness Center to support the social emotional needs of the incoming middle school students.

4. Jose P training will occur during the monthly after school mandated professional development/school wide conferences 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 to accurately ensure the mandated hours of professional development has been provided.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 is multifaceted at our school. We have workshops around the Common Core Standards, Helping Your Child Read: 100 Book Challenge, The Caregivers Circle, Data Analysis, as well as workshops to help our parents in the areas of resume writing, computer skills, and other workshops designed based on the Titel 1 Survey that parents responded to. We are in the process of adding parents to our Saturday Language Academy to support their language acquisition skills using Imagine Learn, a computer based program to support our newcomers and beginners. We are also planning on having a series of workshops specific to our ELL parents to support them in supporting their students academic achievement.

At this time, we do not have any CBO's that are working directly with our ELL parents

Using the Title 1 Survey we are able to determine the needs of our families and design workshop to address these needs. We also determine parent needs based on formal and informal meetings during parent visits, meetings and conversations. The parent coordinator and PTA president play a large role in meeting with parents to discuss their needs which is later shared with the principal and administrative staff. The School Leadership Team is also an avenue where the needs of parents are uncovered and action plans are created to address these needs.

The parental involvement activities address the needs of our parents in many ways. Once we have evaluated their needs we are then able to design workshops and forums to address these needs. We take great pride in listening to our parents and having an open door policy to ensure they are comfortable coming to our school and becoming a part of the school community. By looking at what the need is and presenting the opportunities to learn about what they are concerned about, we are creating an environment of learners which includes our parents. These activities are developed to include families in their childs' education while educating our families on how to ensure our children are academically and socially successful.

## E. 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 response to question here:

## Part VI: LAP Assurances

**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		1/4/14
Beth Shimkin	Assistant Principal		1/4/14
Stacey Torres	Parent Coordinator		1/4/14
	ESL Teacher		1/4/14
	Parent		1/4/14
	Teacher/Subject Area		1/4/14
	Teacher/Subject Area		1/4/14
Heather Rohan	Coach		1/4/14
	Coach		1/4/14
Eury Padilla	Guidance Counselor		1/4/14
	Network Leader		1/4/14
	Other		1/4/14

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 10X391 School Name: Angelo Patri Middle School

Cluster: 551 Network: Fordham PSO

**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.

All students at The Angelo Patri Middle School complete blue emergency card forms which require parents to inform the school their translation needs. ELL parents or newcomers are also administered the home language survey and have an informal interview to ensure that the school is aware of all translation and interpretation needs. The parent coordinator works with teachers, the DOE, and outside contractors to ensure all parents' translation needs are met.

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.

Spanish translation are in highest need. Parent coordinator and ESL teachers communicated with teachers and administration the needs of students and the available translation services we have when teachers or administration may need to contact families. Families were also made aware of translation needs in a meeting and orientation for new families at the beginning of each school year.

## 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.

All Spanish translation is provided by in-house staff. For other languages, we will contact the DOE or have parent volunteers to assist in the translation of documents. Important documents have already been translated in order to ensure all needs of families are met. We also use the DOE website for necessary documents in the additional languages in order to communicate with our families.

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.

Spanish oral interpretation may be provided in house for meetings between teachers, administration, parents, and students. For other languages, the school will use a DOE translator or reach out to parent volunteers.

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 school will assure that the Multilingual Welcome Poster is visible in a conspicuous location as well as the accompanying interpretation services signs. Regarding parent notification for translation and interpretation services, we obtain documents from the DOE website in families primary language. We will supply the parents with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. 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. Interpretation signs in primary languages for the families of our school community with any and all 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, Datacation, 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>		