



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	10x391
School Name:	THE ANGELO PATRI SCHOOL
Principal:	GRACIELA ABADIA

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Expanded Learning Time (ELT)

Section 8: Title I Program Information

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Angelo Patri School School Number (DBN): 10x391
School Level: Middle Grades Served: 6-8
School Address: 2225 Webster Ave Bronx, NY 10457
Phone Number: 718-584-0980 Fax: 718-584-1358
School Contact Person: Graciela Abadia Email Address: gabadia@schools.nyc.gov
Principal: Graciela Abadia
UFT Chapter Leader: Bernhard Rauch
Parents' Association President: Meybelline Lopez
SLT Chairperson: Casey Kenny
Student Representative(s): _____

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 551 Network Leader: Marge Struk

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
GRACIELA ABADIA	*Principal or Designee	
BERNHARD RAUCH	*UFT Chapter Leader or Designee	
MEYBELLINE LOPEZ	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
TAMIKA RIVERA	CBO Representative, if applicable	
SHIASIA MONROE	Member/PARENT	
HECTOR HERNANDEZ	Member/PARENT	
EUFEMIA CASILDO	Member/PARENT	
SANDRA THOMAS	Member/PARENT	
MICHELLE JERVIS	Member/UFT	
PETER RUNGE	Member/UFT	
CAROLINA DELOS SANTOS	Member/UFT	
CASEY KENNY	Member/UFT	
KIM CALDWELL	Member/PARENT	
	Member/	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Angelo Patri Middle School is a 6-8 school located in the Fordham section of the Bronx. We have 522 students in our school building. The school has 10 classes in 8th 9 classes in 7th and 8 classes in the 6th grade. Each grade has one inclusion class and one monolingual special needs and one bilingual special needs class per grade. Our student population consists of 36% ELLs, 28% Special Needs, and 35% General Education.

School Vision and Mission

School Vision

We are a diverse, collaborative school dedicated to creating respectful, accountable, mature and global citizens who are college and career ready.

School Mission

We work daily to provide a safe, nurturing , educational community that develops the whole child through implementation of rigorous, CCLS aligned instruction as well as systems and structures that support the social and emotional needs of adolescents.

Collaborations and partnerships continue to grow at the Angelo Patri Middle School. We have collaborations with Eastside House, the Leadership Program, DreamYard, Lincoln Center Theater and Lincoln Center Shakespeare. We have Wediko as our partner to support our students and staff with social emotional issues with our students. We recently received a grant to become part of the Council for Unity, a group that works with students and staff to build leadership skills and support students in college and career. Our PSO is Fordham University and this partnership has allowed us to receive professional learning that is research based and supportive our initiatives to improve teacher effectiveness and practice.

School strengths, accomplishments, and challenges

At the Angelo Patri Middle School we have great success in creating an environment that is caring and supportive to all members. We continue to provide small group instruction for our students who have academic and social emotional needs and the tone of the school by all stakeholders is respectful. Structures continue to be put in place and professional learning activities are aligned to the needs of the teachers and major stakeholders.

At the Angelo Patri Middle School, our main challenge is developing literacy skills at grade level due to students transitioning from our feeder schools with extremely poor literacy skills and a high population of English Language Learners that are newcomers and are required to take the ELA state assessment after a year in the country.

As per our IRLA (Independent Reading Level Assessment) data, students enter our building reading a minimum of two grades levels below their current grade. This translates into poor writing skills.

In the 6th grade, 68% of our students are in an emergency zone due to their limitations in reading. 25% of our students are at risk and 7% are proficient. Students labeled as 'emergency' are reading at or below a third grade level. Students labeled as 'at risk' are reading at fourth grade or fifth grade level. This data shows that the vast majority of our students enter the building far below the expectations for the grade level.

As noted, students are coming in with extreme gaps in their reading and writing skills and, as a result, our

instructional focus is to increase student achievement by regular analysis of student assessment data concentrating on highly cognitive tasks that incorporate reading, writing, listening and speaking.

An additional circumstance is that our student population has social-emotional needs that interfere with their learning. The percentage of students in temporary housing is on the rise and the number of students who are classified as SIFE (Students with Interrupted Formal Education) also continues to rise. Along with this, some of our families also have limited literacy ability in their native language.

The DTSDE tenet in which the school made the most growth is social and emotional developmental health (Tenet 5).and our key area of focus for the year is quality instruction (Tenet 3 and 4).

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

10X391 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	525	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	23	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	41	# SETSS	3	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	27	# Music	N/A	# Drama
				N/A
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	82.0%	% Attendance Rate		89.3%
% Free Lunch	85.7%	% Reduced Lunch		0.7%
% Limited English Proficient	31.3%	% Students with Disabilities		26.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		25.6%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander		0.7%
% White	0.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.13	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.5%	Mathematics Performance at levels 3 & 4		7.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		19.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

10X391 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	525 SIG Recipient No
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	23	# Dual Language	N/A # Self-Contained English as a Second Language N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	41	# SETSS	3 # Integrated Collaborative Teaching 15
Types and Number of Special Classes (2014-15)			
# Visual Arts	27	# Music	N/A # Drama N/A
# Foreign Language	2	# Dance	N/A # CTE N/A
School Composition (2013-14)			
% Title I Population	82.0%	% Attendance Rate	89.3%
% Free Lunch	85.7%	% Reduced Lunch	0.7%
% Limited English Proficient	31.3%	% Students with Disabilities	26.3%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.2%	% Black or African American	25.6%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander	0.7%
% White	0.5%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.13	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	8.03
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	7.5%	Mathematics Performance at levels 3 & 4	7.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	19.8%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% 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 (2014-15)			
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 (2012-13)			
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 (2012-13)			
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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	NO
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		

10X391 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	525	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	23	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	41	# SETSS	3	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	27	# Music	N/A	# Drama
				N/A
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	82.0%	% Attendance Rate		89.3%
% Free Lunch	85.7%	% Reduced Lunch		0.7%
% Limited English Proficient	31.3%	% Students with Disabilities		26.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		25.6%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander		0.7%
% White	0.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.13	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.5%	Mathematics Performance at levels 3 & 4		7.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		19.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

10X391 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	525	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	23	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	41	# SETSS	3	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	27	# Music	N/A	# Drama
				N/A
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	82.0%	% Attendance Rate		89.3%
% Free Lunch	85.7%	% Reduced Lunch		0.7%
% Limited English Proficient	31.3%	% Students with Disabilities		26.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		25.6%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander		0.7%
% White	0.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.13	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.5%	Mathematics Performance at levels 3 & 4		7.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		19.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

10X391 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	525	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	23	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	41	# SETSS	3	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	27	# Music	N/A	# Drama
				N/A
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	82.0%	% Attendance Rate		89.3%
% Free Lunch	85.7%	% Reduced Lunch		0.7%
% Limited English Proficient	31.3%	% Students with Disabilities		26.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		25.6%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander		0.7%
% White	0.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.13	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.5%	Mathematics Performance at levels 3 & 4		7.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		19.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

10X391 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	525 SIG Recipient No
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	23	# Dual Language	N/A # Self-Contained English as a Second Language N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	41	# SETSS	3 # Integrated Collaborative Teaching 15
Types and Number of Special Classes (2014-15)			
# Visual Arts	27	# Music	N/A # Drama N/A
# Foreign Language	2	# Dance	N/A # CTE N/A
School Composition (2013-14)			
% Title I Population	82.0%	% Attendance Rate	89.3%
% Free Lunch	85.7%	% Reduced Lunch	0.7%
% Limited English Proficient	31.3%	% Students with Disabilities	26.3%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.2%	% Black or African American	25.6%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander	0.7%
% White	0.5%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.13	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	8.03
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	7.5%	Mathematics Performance at levels 3 & 4	7.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	19.8%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% 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 (2014-15)			
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 (2012-13)			
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 (2012-13)			
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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	NO
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		

10X391 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	525	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	23	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	41	# SETSS	3	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	27	# Music	N/A	# Drama
				N/A
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	82.0%	% Attendance Rate		89.3%
% Free Lunch	85.7%	% Reduced Lunch		0.7%
% Limited English Proficient	31.3%	% Students with Disabilities		26.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		25.6%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander		0.7%
% White	0.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.13	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.5%	Mathematics Performance at levels 3 & 4		7.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		19.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

10X391 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	525	SIG Recipient
				No

Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	23	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	41	# SETSS	3	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2014-15)					
# Visual Arts	27	# Music	N/A	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	82.0%	% Attendance Rate			89.3%
% Free Lunch	85.7%	% Reduced Lunch			0.7%
% Limited English Proficient	31.3%	% Students with Disabilities			26.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			25.6%
% Hispanic or Latino	73.0%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	0.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.13	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			8.03
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.5%	Mathematics Performance at levels 3 & 4			7.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			19.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
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 (2012-13)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 3 Statement of Practice (SOP) Addressed	HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:	
Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.	
Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.	

Strengths	
The curriculum in all major content across all grades is aligned the Common Core learning Standards with an emphasis on developing literacy skill across all content. This is evidenced by :	
<ul style="list-style-type: none"> • Full implementation of Expeditionary Learning and leveled Independent Reading in all ELA classrooms. • Full implementation of CMP3 in all Math classrooms that focuses on application and deep Understanding of mathematical concepts. • Full implementation of unit of studies in Science and Social Studies aligned to the CCLS and NYC content Standards • CCLS aligned Performance Tasks in all content areas that focus on evidence-based writing. • Focus in all content areas on developing students’ ability to cite evidence to support their arguments in writing. RACEE (Restate, Answer, Cite, Explain, and End) acronym used school-wide to support students in grounding their work in evidence. • Common Units of study in all content areas are created by a curriculum planning team, reviewed by school leaders and posted in Rubicon Atlas for use by all teachers. 	
Priority needs to be addressed	
<ul style="list-style-type: none"> • Planning rigorous standard based tasks. • Provide professional development to support ESL teachers and teachers of SWDs with curriculum modifications in 	

order to provide multiple points of entry

- Monitor and review curriculum and lesson plans to assess the effectiveness of PD and the impact on student's achievement.

To address this Element data was collected from multiple sources which includes preliminary feedback from DSTE review, 2013-14 Quality Review Report, 2013- 14 superintendent, State and City Assessment data, MS Quality Snapshot, and school self –assessment with input from the SLT team, Lead Teachers , and the administrative team.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To develop curriculum aligned with the CCLS that incorporate rigorous learning tasks, and provide students with opportunities to be engaged in higher order questioning and discussion.

By June 2015, there will be full implementation of a rigorous coherent curriculum that is aligned to the CCLS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Teachers in all content areas will collaborate in horizontal and vertical planning teams to plan rigorous tasks that incorporate higher order skills, and that provide opportunities for students to further develop their literacy skills 6. All ELA teachers will use Expeditionary Learning and The American Reading Company as their primary means of instruction which is aligned to the CCLS 7. All Math teachers will use CMP3 which is aligned to the CCLS 8. Science and Social studies will plan units of study that are aligned to the CCLS and NYC Content Standards	Staff in all content	September 2014- June 2015	Supervisors, Instructional Lead, and/or Consultants.
Teachers of students with disabilities and English Language Learners will participate in targeted professional development that will enable them to use a variety of instructional practices to meet the needs of these students and to modify lessons to incorporate multiple entry points and scaffold the activities as needed.	Staff of SWDs and ELLs	September 2014- June 2015	Supervisors, Instructional Leads, ESL teachers, SESIS Consultants and/or PSO staff.
In order to support their children achievement, parents will: <ul style="list-style-type: none"> • Participate in professional development opportunities aligned with CCLS activities and school wide initiatives such as 100 Book Challenge. 	Parents	September 2014- June 2015	Supervisors, Staff with ESL and Special Education licenses

<ul style="list-style-type: none"> Participate in Saturday Language Academies 			
All members of the community will participate in activities to further develop and enforce our RAMS core values with special attention to Responsibility and Accountability.	All stakeholders	September 2014- June 2015	Leadership team and PBIS team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Trained Instructional Leads, ESL Consultant, Math Consultant, SESIS Staff/Consultant, Common Core aligned Books and supplementary materials, time allocated for planning and curriculum adjustment, time and money allocated for end of the year revision and adjustments and Atlas Rubicon

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
--	----------	--	---------------	--	-----------------	--	-----------	--	-----------	---	---------------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Title I priority
Title III Immigrant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1. 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) (Ongoing)
2. Units of study will be evaluated on Rubicon Atlas for alignment to the CCLS (Ongoing)
3. Data collected from student’s work and /or during focused observations will substantiate movement towards best practices, especially in questioning and discussion, data work, and other research based school initiatives (Monthly professional learning and common planning)

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths

Administrators and staff at The Angelo Patri School collaborate with students and families to address the social – emotional needs of our students. Students are identified based on at-risk concerns, i.e., holdovers, overage, attendance. There are different tiers of support ranging from support groups, conflict resolution, academic support as well as clinical services. Services are coordinated through the PPT, SIT and the PBIS team. Some included services are:

- Girl’s Circle/Girl’s Group support groups for at-risk female students by utilizing a peer support network to develop positive images.
- The Sanctuary for Counseling provides counseling services for at-risk students identified through administration, teacher and/or family referrals.
- The Fordham Group provides support for identified at-risk students identified as overage/holdover.
- Wediko – counseling and whole class social/emotional intervention in 6-week cycles.
- Astor Child Guidance Center provides clinical services for identified students through administration, teacher and family referrals.
- Pupil Personnel Team reviews academic behaviors of students referred by teachers and creates action plans that identify academic interventions for at-risk students.
- School Implementation Team assesses the implementation of special education services and reviews schedules to support student instruction in the least restrictive environment.
- PBIS/RAMS Core Values of Respect, Accountability, Maturity and Success are shared and known by all members of the school community. Daily recitation of core values that focus on college and career readiness.
- PODS created to establish respect and community spirit between teachers and students. Academic

achievement and social-emotional growth is celebrated within these small learning communities.

- Student Government with representation from all grades with a focus on developing leadership skills

Priority Needs that will be addressed

- Develop staff ability to use data to address the social emotional developmental health needs of all students.
- Develop systems to measure the impact of the social emotional intervention programs on student’s achievement.

To address this element, data was collected from multiple sources which includes preliminary feedback from DSTE review, 2013-14 Quality Review Report, MS Quality Snapshot and Guide, 2013- 14 PPO, and school self –assessment with input from SLT team, PBIS team, PPT and SIT team.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all members of the PBIS, PPT and SIT teams will develop structures to use and analyze data to monitor the impact of the social and emotional intervention programs on student achievement.

To develop students social emotional health around our core values

By June 2015, 85% percent of students show improvement in behavior expectations

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Council For Unity mentoring program to support students in development of leadership skills and creating a culture of safety.	PBIS Team Administrators Staff	October 2014 – June 2015	PBIS Team
Weekly PPT and SIT Meetings to discuss students and create action plans to address high need students	Students PPT and SIT APs	Sept. 2014 – June 2015	Counselors Social Workers AP
Include parents in PPT and SIT meetings to collaborate on action plans to support students needs.	PPT and SIT Parents AP	October 2014 – June 2015	Social Workers APs PPT SIT Parents
RAMS celebrations and pep rallies, collaboration with all members of school to create an environment of caring and trust.	School staff Administrators	October 2014 –	PBIS Team School Staff

Weekly outreach to families of at risk students	Social Workers PBIS Team	June 2015	Administration
<ul style="list-style-type: none"> Continue to instill the structures of PBIS using our core values as a foundation to improve student's behavior Develop and implement character education curriculum based on our Core Values Organize events to celebrate students' social, emotional and academic improvement Provide a variety of forums to address students social emotional health needs. This include but is not limited , Wediko, Girls Circle, Unity Curriculum 	All Students	September 2014- June 2015	Supervisors, Leadership team, PBIS team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Counselor, social worker, Interns
Curriculum of the RAMS way
Coverages for professional development, rewards , instructional materials,

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
---	----------	--	---------------	--	-----------------	--	-----------	---	-----------	--	---------------	---	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Title I Priority
State 19 EDSVP
Tax Levy ELL Special Needs

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Every three months, identified students will be assessed using data structures developed by the PPT and SIT Team. At these meetings, students' academic and social emotional needs will be assessed to determine the impact of supports provided. At this time, student action plans will be modified and adapted based on these assessments. Through surveys and students data in report cards we will analyze the impact on student behavior and academic improvement. Each program will assess students' progress within a time frame of 6 to 8 weeks of intervention.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths

At the Angelo Patri school teachers have multiple opportunities to collaborate and participate in professional learning experiences to improve student’s outcomes.

- During weekly common planning time, teachers collaborate as they use look at multiple sources of data, discuss instructional strategies and share best practices, plan interventions and revise unit plans.
- Instructional leads and/or subject APs facilitate sessions to discuss grade level common assessment data and to create benchmarks.
- The professional development team (Administrators and Instructional Leads) plan professional development activities to develop teachers’ instructional practice using the Danielson Framework and other school instructional initiatives as a guideline for teacher improvement.
- Teachers use additional extended day time to participate in professional learning opportunities based on school-wide and individual needs assessments.
- Teachers use additional extended day time to collaborate to plan lessons, create rubrics, use the modified SIP (Standard in Practice) protocol to look at student’s work, and adjust lessons.

Priority Needs that will be addressed

- Strengthen the systems and structures for teachers to collaborate and provide each other with feedback on the applications of learning opportunities
- Strengthen the systems and structures to monitor the impact of professional learning on daily classroom instruction.
- Continued professional development for teachers with a focus on planning rigorous and coherent instruction, improving pedagogy, and looking at data to set goals to address the needs of individuals and groups of students.

To address this Element, data was collected from multiple sources which includes preliminary feedback from DSTE review, 2013-14 Quality Review Report, 2013-14 PPO, MS Quality Snapshot and guide, individual and school-wide observations, and school self-assessment with input from SLT team, Instructional Leads, and administrators.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve teacher's practice using the Danielson's Framework as common language for feedback and next steps
By June 2015 85% of teachers will improve at least one level in their HEDI ratings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>All teachers will participate in a variety professional development aligned with the Danielson's Framework and other research based school-wide initiatives such as teaching reading and writing in all content, using Learning Targets to increase student engagement and assess their progress.</p> <p>Systems and structures will be developed to create benchmarks and to use data to measure the impact of professional learning activities on student's mastery of standards.</p> <p>Support the implementation of peer Inter-visitation</p>	All teachers	September 2014- June 2015	Supervisors, Instructional Leads, and/or Consultants
Teachers of SWDs and ELLs will participate in Professional Learning opportunities specific to the needs of this population.	Teachers of SWDs and ELLs	September 2014- June 2015	Supervisors, Instructional Leads, and/or Consultants

--	--	--	--

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Instructional Leads, Supervisors, Consultants, instructional resources , Books for book clubs (Learning Targets; Teach Like a Champion; Do I Really Have to Teach Reading), time and money for per diem, money for outside professional development, per session for additional/ learning time, planning and/or inquiry work.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
---	-----------------	--	----------------------	--	------------------------	--	------------------	--	------------------	--	----------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

Title I Priority
Citywide Instructional – Tax Levy

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Review of ADVANCE record of observations and feedback – January 2015

The overall percentage of effective will increase as a result of professional learning and school-wide initiatives.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths

At the Angelo Patri School we value the input of all stakeholders. We initiate every meeting and learning opportunities with the question: How do my action /thoughts increase student’s achievement? This allows us to focus all our attention on making decisions that will have a positive impact on student’s achievement.

- In our community, Students, staff and parents share the RAMS (Respect, Accountability, Maturity, Success) core values that serve as a foundation for our vision and mission statements.
- Staff and students are involved in continuous discussion around the core values of RAMS and our school wide goals. Parents are also involved in discussion around the RAMS core values. Specific attention is placed on accountability as we discuss their roles in their child’s achievement.
- To address our school instructional focus, reading, and writing, listening and speaking is addressed in all content areas. This is evident in ELA with RACEE (Restate, Answer the Question, Cite Evidence, Explain Evidence and End with a Conclusion), UPSL in Math (Understand, Plan, Solve and Look Back) and in Social Studies and Science we use Evidence Based Writing. In addition, students in all classes are involved in daily independent reading using literature and informational text at their independent reading level.

- Common planning and professional learning is ongoing to support teachers incorporating literacy in their daily instruction. Book Clubs and Book Talks using professional literature around literacy in the content areas, fish bowls, and other embedded activities are used to support teachers' learning. In addition, planning teams revise units of study to include more opportunities for literacy work, skills and strategies to support student comprehension.
- We have partnered with NYC Teacher Residency Program and Teacher Recruitment Initiative through DOE to help Identify potential candidates to join our school community. We also participated in multiple recruitment fairs that led us to hire staff from the NYC Fellows program. When interviewed, questions are asked to assess their eagerness to learn, caring nature, and willingness to go the extra mile to support student achievement.
- To increase retention we developed a New Teacher cohort group that is supported by Instructional Leads. In addition, new teachers receive individual mentoring from our Lead Teachers (ELA and Math) and other teachers identified as teacher leaders.
- To address the gaps in literacy and math, we have provided students with extended learning time opportunities. Currently we have a Grant awarded by Mayor DeBlasio's office that provides students with after school extended time. We also planned a Saturday Language Academy that targets the development of literacy skills for ELLs and a Saturday enrichment academy to develop math and literacy skills for all other students, including SWDs.
- Resources have been allocated for the implementation of the 100 Book Challenge, a school wide RTI program to address students' reading deficiencies.
- Resources were allocated to purchase Imagine Learn – a web based program to address the development of language skills for ELLs and SWDs
- Resources have been allocated for teacher teams to collaborate in planning and aligning instruction in all content areas to address the needs of our community.
- Regularly scheduled budget meetings are held to ascertain how funding is being allocated to address initiatives that focus on our school needs.
- The administrative team identified teachers with potential leadership qualities in all content areas. Funds were allocated to provide this team with embedded professional development facilitated by a consultant from LCI (Learners Center Institute)

Priority needs

Focus on skills and strategies for all content areas to support our instructional goal of improving literacy in all classrooms.

- Continue to put consistent protocols in place to ensure teachers are including strategies for literacy in their planning and instruction to support school goals.
- Continue to establish short term and long term goals based on data to ensure and drive student achievement.
- Monitor students in extended learning time and Saturday academies to measure the impact on student achievement.
- Continue to link the needs of the school with the professional development of teachers to support academic success

To address this Element, data was collected from multiple sources which includes preliminary feedback from DTSDE review, 2013-14 Quality Review Report, 2013- 14 PPO, MS Quality Snapshot and guide, individual and school-wide observations, NYS and NYC Standardized assessments, and school self –assessment with input from SLT team, Instructional Leads, and administrators.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To develop and implement systems and structures to measure the impact of academic intervention in a systemic way.

By June 2015 85% of teachers will be involved in evidenced based discussion to measure the impact of interventions on students achievement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will participate in a variety of research based professional development to address specific components from the Danielson’s framework , Teaching reading and writing in all content, using assessment to inform instruction and set learning goals, as well as, as other PDs aligned with school-wide instructional goals.	All Staff	September2014- June 2015	Supervisors, Lead Teachers, Consultants
Teachers of SWDs and ELLs will participate in Professional development opportunities specific to meet the needs of these populations.	Teachers of SWDs and ELLs	September2014- June 2015	Supervisors, Lead Teachers, Consultants

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Consultants, time and books (Data That Works; Got Data, Now What?) and other instructional resources for professional development ,

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

January 2015 – Review notes from teacher meetings and analyze how they measure against services offered for academic intervention; review student progress via student work products and course grades.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:
 15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:
 17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At The Angelo Patri School we believe that a strong partnership with parents lead to higher student achievement. Therefore, we strive to create welcoming environment for all families and community members. Towards this purpose the following are in place:

- Multiples sources are used to maintain an open line of communication between the school and families. Examples of these sources include flyers, newsletters, monthly calendars, phone calls, nightly phone blasts using School Messenger to inform parents about daily attendance, etc.
- Parent access to Skedula and Progress Reports
- Parent participation in learning opportunities to support the home-school connection centered around CCLS, curriculum implementation, 100 Book Challenge, etc.
- Parent participation in the “Care Giver Circle”, curriculum night, In-house annual High School Fair, Community Health fairs, Evening with the Arts, Nutrition Workshops, and other school organized events.
- Parent participation in Saturday Language Academy
- 100 Book Challenge Parent Contract
- PTA representatives participation in monthly meetings with principal and school leadership team

- Former PTA President working closely with current PTA president to build capacity and develop partnerships.
- Social worker, counselors, and teachers collaborating with the parent coordinator and parent leaders to organize a “Caregiver Circle” with the purpose of providing families with tools to address students’ social-emotional needs.
- Parents participation in Title I needs assessment survey. The analysis of this survey creates a menu of professional learning opportunities for parents.

Priority Needs

- Develop more cohesive structures to monitor the impact of workshops, events.
- Develop systems and structures to increase the pool of parents participating in learning opportunities and events

To address this Element data was collected from multiple sources which includes preliminary feedback from DSTE review, 2013-14 Quality Review Report, 2013- 14 PPO, MS Quality Snapshot and Guide, and school self –assessment with input from SLT team , Title I Representative and PTA leadership team.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parental involvement in school activities will increase by 25%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Parents will participate in workshops to give them to tools address the social emotional needs of the students. Parents will participate in celebrations of students’ academic achievement.	All parents	September 2014- June 2015	Supervisors, Leadership team, PTA, parents, parent coordinator
All stakeholders will have input in the programs and will provide feedback in the efficacy of the programs and their impact on students achievement	All stakeholders	September 2014- June 2015	Supervisors, Leadership team, PTA, parents, parent coordinator
Opportunities will be organized to provide parents with updated information on school status, initiatives to address gaps, and progress towards school instructional goals.	All Parents	September2014- June 2015	Leadership Team

All stakeholders will be provided with opportunities to get feedback and provide input on school initiatives.	All stakeholders	September 2014- June 2015	Supervisors, Lead Teachers, Leadership Team
School will use multiple sources to communicate curriculum foci in all content, Students Progress towards meeting the standards before the report card, and celebrations involving student's achievement.	Parents/ guardians of all students	September 2014- June 2015	Supervisor, Parent coordinators, SLT
Maintain open doors of reciprocal communication with staff , students, and parents. Provide opportunities for all stakeholders to have input in decision making	All stakeholders	September 2014- June 2015	Leadership teams

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		Grants
---	----------	--	---------------	--	-----------------	--	-----------	---	-----------	--	---------------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Title I
Title I Priority

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- A. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- B. Specify a timeframe for mid-point progress monitoring activities.

Review of meeting and workshop agendas and sign in sheets. Through surveys and students data in report cards we will analyze the impact on parental involvement and academic improvement.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
---	--	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Lowest third and students needing additional support in ESL	Guided reading 100 book challenge, Imagine Learning and supplemental support for classroom activities	Small group, primarily pull-out, maximum of 8 students	Services provided during the school day
Mathematics	Lowest third and students needing additional support in math skills	Skills-based instruction focused on pre-requisite skills needed to support grade level instruction. <i>Ready</i> math Instruction	Whole class, small groups	Services provided during the school day
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are self-referred or teacher referred based on classroom interventions	Group support for shared issues that are impacting academic success.	Services are delivered primarily in groups, with some individual services.	During the school day and after school.

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015, all students will show an increase of at least one reading level in their Independent Reading level (IRLA) and a 10% increase in core course grades.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

- All Students provided the opportunity to participate. Consent forms distributed, phone blasts made, individual meetings during parent teacher conferences.
- English Language Learners in grades 6-8
- Students identified as in need of social and emotional support
- Students identified as the lowest third in ELA and Mathematics

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

- The ELT program takes place Mondays – Fridays from 2:20 to 5:20 and targets all students at the Angelo Patri School. Eastside House is our partner CBO through the Extended Learning Time Grant. Structured time encompasses two hours each day. During this time, students receive academic support in the form of homework help, tutoring in ELA or Math, independent reading, etc. Students are encouraged to engage in self-directed learning. In addition to academic support, students are provided with enrichment activities that build literacy, math and '21st century skills' (teamwork, problem solving, etc). Enrichment activities include, but are not limited to, service learning, visual arts, robotics and computers, and math in fashion. Students are also given the opportunity to choose activities on Fridays. This includes healthy living activities like Zumba, Dance

and Basketball.

- The Saturday Language Academy targets the development of literacy skills for our English Language Learners. During the Saturday sessions (9:00 am – 12:00 pm) Imagine Learning and the 100 Book Challenge are used to develop students’ literacy skills.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
---	---	-----------	--	------------

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

- Families were informed of the ELT afterschool and Saturday programs and were required to return a signed permission slip for the program. Each program was announced in classes and through phone blasts. In addition, teachers contact parents of students who would benefit from ELT programs. During open house night and parent teacher conferences, parents were also informed of ELT programs and permission slips were distributed.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Principal and APs will implement and oversee the ELT programs. East Side House is the CBO providing services. The program provides academic and enrichment services for our students. The first part of the program is independent reading and homework/content support. The second portion of the ELT is enrichment that our students have self-selected. Staff from East Side House and The Angelo Patri School implement both sessions of the program. In addition, Dreamyard supports us with additional activities during enrichment.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Supervisor from East Side House
Instructional support staff
Administrator

Part 3c. Timeline for implementation and completion, including start and end dates.

October 2014 – June 2015

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

State 19 EDSVP

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Specify a timeframe for mid-point progress monitoring activities.

January 2015 – Review of student benchmark assessment data; report card/course data. Data will show improvement in Independent Reading and core course grades.

Part 5b. Complete in February 2015.

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
---	--	-----	--	----

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 8: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. 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.
<ul style="list-style-type: none"> • Work closely with the NYC DOE Office of Teacher Recruitment. New hires come from teacher training programs that partner with the NYC DOE, specifically NYC Select Recruits. In addition, new hires are identified in the New Teacher Finder Program and multiple recruitment fairs that led us to hire staff from the NYC Fellows program. Mentor services are provided to probationary teachers by Lead Teachers (ELA and Math) and content area teachers identified as instructional leads.

2b. 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).
<ul style="list-style-type: none"> • Weekly professional learning time focused on elements of instruction (setting outcomes, questioning and discussion, assessment, etc); Weekly common planning meetings by grade and content focused on sharing of best instructional practices, curriculum development, lesson planning, assessment and using data to drive instruction. Teacher teams examine student work products using a Modified SIP protocol to identify areas of strength and areas in need of improvement. Lead teachers provide one-to-one support for new, probationary and developing teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

- Weekly common planning meetings by grade and content focus on assessment and using data to drive instruction. Teacher teams discuss and create formative and summative assessments based on curriculum implementation. Each unit in each content area includes performance tasks and a unit exam. Teacher teams examine student work products using a Modified SIP protocol to identify areas of strength and areas in need of improvement. Teachers use this information to create action plans that include identification of instructional strategies that supported student success and identify strategies that address student needs.
- Item Analysis: Teachers and administrators use the item analysis from the 2014 State exams (ELA and Math) and MOSL local assessments to identify key standards to drive instruction.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	473,267	X	
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal	113,410	X	
Title II, Part A	Federal			
Title III, Part A	Federal	24,424	X	
Title III, Immigrant	Federal	1,464	X	
Tax Levy (FSF)	Local	3,407,843	X	

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. The Angelo Patri Middle School 391 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 the school and the families. The 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 the school community.

[School name] 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the 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, the school will:

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

The 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;
- 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 (SPC) Template

[School name], 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Angelo Patri School M.S. 391</u>	DBN: <u>10X391</u>
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
Total # of ELLs to be served: _____
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 7
of content area teachers: _____

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:

Rationale: 36% of our students are ELLs. The purpose of The Saturday Language Academy is to support our English Language Learners in language acquisition, vocabulary development, reading comprehension, writing and mathematics. The Academy services approximately 80 students in grades 6-8. For the ELA component and our students are placed in three groups. One group services 15 to 20 students new to the country or have less than one year in the NYC school system. These students use Imagine Learning, a computer based intervention with support in L1. With this program students will learn English through instructional strategies that focus on key vocabulary words, phonics and word families, they also listen to oral language and have the opportunity to record them as they become more proficient in English.

The other two groups are for students who are in ESL and Bilingual classes, in grades 6-8. These students are grouped by proficiency level as well as grade. Students in these groups use the supplemental lessons from the Office of English Language Learners to address the gaps in Math and for ELA they are using standards based instruction along with the 100 Book Challenge. The teachers of these other groups are also using the Collaborative Strategic Reading Model. They participate in independent reading, conferencing, developing power skills and guided reading groups. All students receive Mathematical instruction based on grade level. Within the grade they focus on high leverage low performing items identified from the 2014 NYS Math exam item analysis. All students receive an hour and a half of ELA and Mathematics instruction. The program is from 9:00-12:00 PM every Saturday and will run through April. The Saturday Academy begins October 11 and runs through April 26, 2015 for a total of 17 sessions. The teachers involved in the program are certified in bilingual education. Five teachers provide instruction during this time. Three teachers teach ESL and two teachers teach math. There will be one assistant principal to supervise the program.

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

Part C: Professional Development

Begin description here:

Rationale: The rationale for providing our ELL teachers with professional development is to provide teachers with the techniques, skills and strategies to meet the needs of our ELL population.

Teachers receiving the professional learning include Ms. Moore, Ms. Christian, Ms. DeCosta, Ms. Thurn and Mr. Stahl. A consultant will be working with teachers through direct professional development as well as intervisitations with immediate feedback to support teacher growth. The consultant will work with the teachers for 10 full day visits and will provide direct professional development during the Monday professional development time for teachers. The scheduled dates of the workshops are November 12, 2014, December 15, 2014, December 22, 2014, January 12, 2015, February 9, 2015, March 9, 2015, March 11, 2015, March 23, 2015, April 13, 2015, and April 20, 2015. Topics to be covered include but are not limited to: Sheltered Instruction Observation Protocol, lesson planning to include language and content objectives, strategies to address the needs of our ELLs, developing reading, writing, and listening, vocabulary development, and oral language development, The provider of these professional development services for our teachers is Dr. Lucia Buttarro.

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale: The parent engagement activity is a Saturday Language Academy which focuses on ESL for our immigrant parents. We have a large population of newcomers and their parents need support in learning English, developing skills to navigate the community and how to support their children's achievement.

During the Saturday Academy, parents participate in similar learning experiences as their children. Part of the day is dedicated to individualized instruction using Imagine Learning, a computer based program that focuses on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support. In the other part of the block parents participate in the "100 Book Challenge", a school wide initiative to support the development of reading skills. As part of this initiative, parents are leveled to find their independent reading level; they participate in reading books at their level and use skills cards based on their levels that include strategies to use as they further improve their literacy skills in L1. Both learning opportunities provide parents with a firsthand understanding on how to support their children's language development. Parents will also be involved in workshops to train families in supporting their students in mathematics and test-taking strategies. The facilitator is a teacher certified in Spanish and ESL.

Topics for the Saturday Academy include but are not limited to:

Conversation Starters

Vocabulary and skill building around specific themes - community, family, employment

All ELL parents will be invited to attend this academy that begins in October and runs through April. It is

Part D: Parental Engagement Activities

a three hour program from 9:00am to 12:00pm. There will be a total of at least thirty parents attending the academy. Parent textbooks and other materials will be purchased to support the program. Parents are using Ingles Para Ninos as a guide for their language instruction. Two teachers provide instruction.

Parent Workshops from the Parent Coordinator include but are not limited to:

- Exploring the Common Core
- How to Help Your Children Succeed
- How to Support Your Child with the High School Application
- Building the Gap Between School and Home Workshop
- Social Media and Internet Safety.

These workshops are presented by school staff, the Parent Coordinator and .

Part E: Budget

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

Allocation Amount: \$24424

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

**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 [i](#).

Part I: School ELL Profile

C. School Information [i](#)

District 10	Borough Bronx	School Number 391
School Name Angelo Patri Middle School		

D. Language Allocation Policy Team Composition [i](#) 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 Graciela Abadia	Assistant Principal Beth Shimkin
Coach type here	Coach Heather Rohan
ESL Teacher Silvia Thurn	Guidance Counselor Eury Padilla
Teacher/Subject Area Ms. Romeo, Social Studies	Parent type here
Teacher/Subject Area Heather Rohan	Parent Coordinator Stacy Torres
Related Service Provider Michelle Jarvis-White	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	578	Total number of ELLs	158	ELLs as share of total student population (%)	27.34%
--	------------	----------------------	------------	---	---------------

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							2	2	2					6
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
self-contained							1	1	2					4
Push-In							2	2	2					6
Total	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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
TOTAL	0	0	0	0	0	0	21	33	41	0	0	0	0	95

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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
TOTAL	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
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/	B							3	7	10				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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>Q</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:

- 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.

4. 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.
5. 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 [AMAQO 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 AMAO 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.

6. For each program, answer the following:
 - c. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - d. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - e. 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.

7. 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.

8. 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.

9. 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

10. 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.

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

4. 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 Language Identification Survey. 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 advanced, 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 offered at Angelo Patri School (English as a Second Language -ESL or Transitional Bilingual Education -TBE) within 10 days

Each year all English Language Learners 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.

5. 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 school 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.

6. 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.:

7. 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.

8. 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.
9. 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 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 student 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
Native Language Arts:	Spanish
Social Studies:	English/Spanish

Class/Content Area	Language(s) of Instruction

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

Math:	English/Spanish			
Science:	English/Spanish.			

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

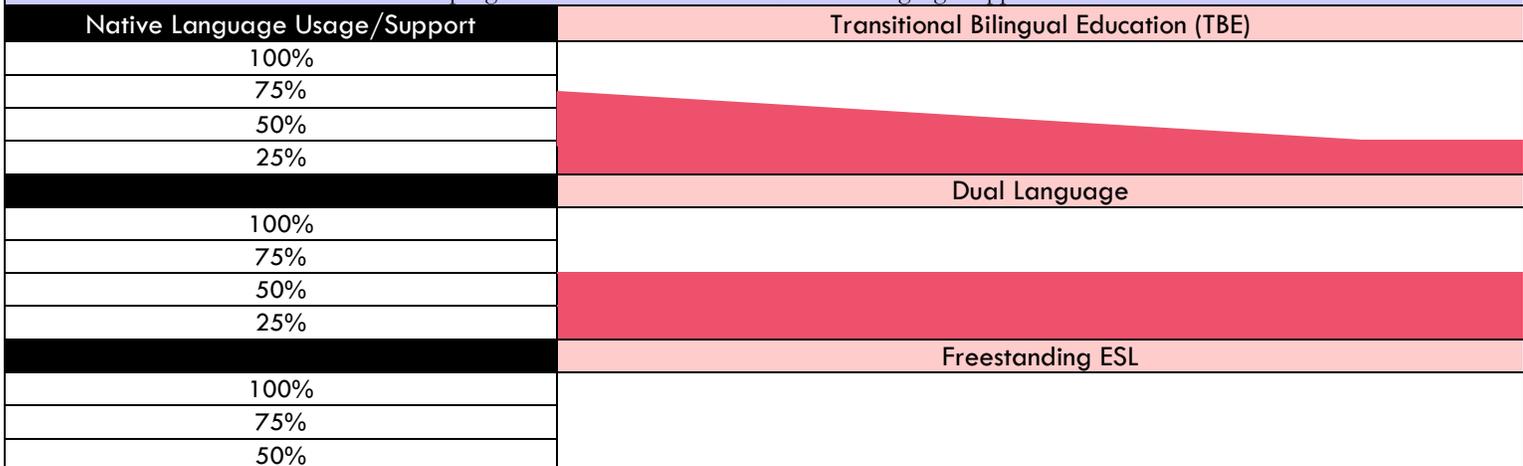
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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 childrens' 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 desingated 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 Langugage 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 opporunities 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

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

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..