



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

10X391

School Name:

THE ANGELO PATRI MIDDLE SCHOOL

Principal:

GRACIELA ABADIA

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Section 1: School Information Page

School Information

School Name: The Angelo Patri School School Number (DBN): 10X391
Grades Served: 6-8
School Address: 2225 Webster Avenue, 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: Elizabeth Dove
SLT Chairperson: Casey Kenny
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sandra Thomas
Student Representative(s): _____

CBO Representative: Ron Saltz - Replications, Inc.

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Room 836, Bronx, NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue Bronx, New York 10462/One Fordham Plaza
Director's Office Address: Bronx, New York 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/718-741-8895 Fax: 718-828-6280

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- 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.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- 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.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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 Framework for Great Schools 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 and Renewal Committees 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 (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
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.
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.
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.
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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Graciela Abadia	*Principal or Designee	
X	Bernhard Rauch	*UFT Chapter Leader or Designee	
X	Elizabeth Dove	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
X	Sandra Thomas	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Marie Laport	Community School Director (staff)	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Eufemia Casildo	Parent	
X	Deliris Vincente Torres	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Kimberly Caldwell	Parent	
X	Elizabeth Christian	Staff	
X	Theresa Adogwa	Staff	
X	Casey Kenny	Staff	
	Shenia Rudolph	Other Contributor	
	Heather Rohan	Staff	
	Stacy Torres	Staff	
	Deonna Gould	Staff	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

1. The Angelo Patri Middle School is a grades 6-8 school located in the Fordham section of the Bronx. We have 533 students; 82% qualify for Title 1 funding; 36% are English Language Learners (ELLs), 28% are Special Needs, and 35% are General Education. Each grade has at least one inclusion class, one self-contained class, one monolingual class and, one bilingual class.

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.

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

Our school has established several essential partnerships. Among them are:

- Wediko provides social-emotional counseling and leadership skills to our students, and professional development on habits for effective teaching to our staff;
- Our arts collaborators include Broadway Junior, DreamYard, Lincoln Center Theater and the Leadership Program provided cross curricular enrichment opportunities integrating literacy skills with Arts and Technology.
- We also work with Eastside House to provide after school homework help and tutoring, the Council for Unity to develop leadership skills and support students in college and career planning.
- Our Partnership Support Organization, Fordham University, over the past year provided research-based professional development to support our efforts to improve teacher practices and effectiveness.

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 after school 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 have also undergone 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.

2. We believe that all children deserve a rich, balanced education, and with it, an opportunity to become lifelong learners. We seek to do this by providing a safe, collaborative learning environment that develops the whole child, and guides them to become productive and compassionate citizens in their local communities.

We also believe that everyone learns best by doing. As a result, we must provide our students with opportunities to be actively engaged with rigorous and relevant learning tasks at their entry level.

3. Approximately one third of our students are English Language Learners and another third are Students with Disabilities. Many of them enter the school reading significantly below grade level and come from low-income families. The majority of our students, however, come to school prepared and eager to learn.

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, 60.8% of our students are in an emergency zone – reading at or below a third grade level. In addition, 34.4 % of our students are at risk – reading at fourth or fifth grade levels. This data shows that the vast majority of our students enter the building far below grade-level expectations.

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 in reading and writing by focusing on student engagement in higher order tasks.

An additional circumstance is that some of our students have 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 English language proficiency.

4. The elements of the Framework for Great Schools in which the school made progress over the past year are:

- Supportive Environment – Students report feeling safe in and supported by the school. Classroom incidents and disruptive hallway behavior have decreased. We’ve continued to institute our RAMS (Respect, Accountability, Maturity and Respect) core values and hallway routines. We are in the process of implementing a Positive Behavior Intervention System (PBIS) in which a PBIS coordinator meets regularly with the student government to work together to implement PBIS. We have begun to hold celebrations more regularly and to publicize student achievement and growth. Our production of “Annie” in May was a huge success in terms of student achievement, parental involvement, and the celebration of student work.
- Collaborative Teachers – We spent the past year focused on developing and distributing leadership among the administration, teachers, staff, and parents. Our Lead Teachers comprising the School Leadership Team have meet regularly and often, and have added “Plus Ones”, lead teachers from the various content areas. The administration has made every effort to give the SLT and other staff and families equal say in school decisions. This continues to be an area of focus. Our next step is to add student, community, and partnership representation at SLT meetings.
- Effective School Leadership – The administrative team comprised of the principal and three assistant principals feels it has coalesced and fits well together, with each member contributing in different areas of expertise. We do not feel we have done as good a job of moving all staff members in terms of instructional development. Although the teachers overall have benefited from professional development time, we are making a concerted effort to create a shared vision for rigorous instruction and cognitive engagement in the classroom.

The elements of the framework that continue to be a challenge are:

- Rigorous Instruction – The staff does not have a shared vision of what rigorous instruction means or looks like in practice. We have ramped up classroom visits by the administrative team and plan to implement a teacher-led protocol to gauge student engagement, and a series of workshops on how to use that and other benchmark data.
- Strong Family-Community Ties – The school has a moderate group of devoted parents who come to the school regularly. We offer English classes to parents and have started to use celebration over evaluation as a means to engage parents and provide them with important information, i.e. by inviting presenters to our recent community day.

Our school believes that a strong partnership with parents leads to higher student achievement, and so we strive to create a welcoming environment for all families and community members. To do this we have the following in place:

- Multiples forms and approaches are used to maintain strong communication between the school and families. This includes flyers, newsletters, monthly calendars, phone calls, nightly phone blasts using School Messenger to inform parents about daily attendance, etc.
- Parents have access to Skedula (an online grading system) and Progress Reports
- Parents participate in learning opportunities to support the home-school connection centered on CCLS, curriculum implementation, 100 Book Challenge parent contract, etc.
- Parents participate 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.
- Parents participate in Saturday Language Academy
- PTA representatives participate 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 collaborate 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 participate in Title I needs assessment survey. The analysis of this survey creates a menu of learning opportunities for parents.

5. As indicated above, we have several strong CBO partnerships. One of the challenges we have faced is assessing the impact of these programs on student social-emotional health and academic progress. This year we will introduce a Data Tracking Calendar meant to track benchmark data, including data on the effectiveness of partnership programs. We will also build a shared understanding of rigorous instruction and set a collaborative process for increasing rigor using the Instructional Practice Inventory, a program facilitated by Replications, our Lead Partner in the Community Schools initiative. We will also utilize student and parent surveys to assess the impact of our CBO partnerships.

6. Our Extended Learning Time program targets all students and is mandated. We are partnered with Eastside Settlement House through the Extended Learning Time Grant. In this program, structured learning time occurs for two hours each day, during which time students receive academic support in the form of homework help, tutoring in ELA and Math, and independent reading and are encouraged to engage in self-directed learning. The additional hour is given to enrichment activities intended to build literacy, math and 21st Century skills (teamwork, problem solving, etc.). Enrichment activities include service learning, visual arts, robotics, computer skills, and math as it related to fashion. On Fridays students also get to choose from healthy living activities such as Zumba, dance and basketball. Another ELT program targets students performing in the lowest third in math and ELA. Time is allocated after school to focus on targeted skills needed to close the achievement gap.

Our Saturday Language Academy is offered to improve the literacy skills of our English Language Learners. Imagine Learning and the 100 Book Challenge are also used to this end. In addition, a Saturday Enrichment Academy is offered to all students to improve math and literacy skills.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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 element of the Framework for Great Schools 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 trends and sources. 		
<p>Data was collected from the 2014 DTSDE review, 2014-15 Quality Review Report, 2014-15 PPR, State and City Assessment data, MS Quality Snapshot, American Institute of Research (AIR) report, and school self – assessment with input from the SLT team, Lead Teachers, and the administrative team. As a result of reviewing the data, we identified the following strengths and priority needs:</p> <p>Strengths</p> <p>The curriculum in all major content areas across all grades is aligned to the Common Core Learning Standards with an emphasis on developing literacy skills across all content areas. This is evidenced by:</p> <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. The RACEE (Restate, Answer, Cite, Explain, and End) acronym is 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

As indicated on the 2014-15 DTSDE:

The school leader, in collaboration with the lead teachers, should work with teachers during weekly common planning time to focus the school's CCLS curriculum implementation by checking that:

- Lesson plans address the needs of all students based on a review of the available data;
- Content areas are broken down into prerequisite knowledge and skills;
- Instructional practices are detailed and meet the needs of all students;
- As stated in the DTSDE, "While the school uses some CCLS aligned materials, teachers do not differentiate to meet student needs.

Additionally, the school needs to:

- Increase the instructional time allocated for students to work on higher order tasks. As shown in the SEC Rigorous Instruction Contour maps, less than 2% of instructional time is used on higher order thinking skills to analyze, investigate, evaluate, or integrate". It also showed that the school spends less time in grades 6-8 on higher order skills than recommended by the CCLS expectations
- Develop rigorous standard-based tasks and daily rigorous instruction
- 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.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

The school has identified Rigorous Instruction as one of its Renewal School Benchmark leading indicators. As part of our improvement plan we will develop common units of study in all content that are aligned with the CCLS that address key instructional shifts and provide students with the opportunity to be engaged in higher order tasks. Towards this purpose, we will continue to use and strengthen the:

- 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;

During the Expanded Learning Time, students will use I-Ready, a data driven curriculum that provides rigorous instruction that is aligned with the CCLS. It also provides teachers with lessons to help meet the needs of individual or

small group of students. In addition, the Expanded Learning Time will include Arts and other activities to support the development of student's social- emotional needs.

To support consistency, in addition to the priority needs action steps outlined above, Replications will assist us in implementing the Instructional Practices Inventory, a protocol that teachers use to create a scientifically valid and reliable assessment of student engagement in critical thinking. The protocol also includes data study and collaboration, and is instrumental in developing a collaborative teaching culture. It has been used in more than 5,000 schools with more than 40,000 teachers trained in it, and its use correlates with increases on standardized tests.

Replications will also facilitate a series of workshops called Data Brilliant that teach teachers and administrators how to collect, analyze, and act on data to make informed decisions about their instructional practices. Topics include choosing the right data, creating practical collection methods, how to present data so staff can analyze it effectively, how to interpret data, and how to use data to engage the community in decision-making.

In February we plan to begin using the Teacher Lab protocol for creating collaborative teacher teams in which teachers observe each other and provide feedback via Google Docs. It is a 1/2 day training with five follow up sessions of one hour. Once Teacher Lab is set up, it becomes the organizing structure for most of a school's instructional teams so that PD is always framed in a collaborative, reflective, and research-guided structure.

Across all content areas, we plan to implement Understanding by Design to develop better unit plans. To help us meet the needs of our English Language Learners, we have identified a few potential ELL consultants to work with our teachers on developing units and lesson plans and content delivery. Our overall goals are to increase the levels of student engagement in rigorous tasks and to come to a shared understanding of rigor and teacher practices as they relate to rigor in the classroom. We will use various means of collecting data to see if targets are met, including writing on demand, exit slips, UPLS, and questions around concepts. On a weekly basis during teacher planning meetings, we will focus on different elements of teacher practice and standards of rigor. We will continue to strengthen the use of Webb Depth of Knowledge and Hess' Cognitive Rigor Matrix to provide a common language to understand rigor or cognitive demand.

To meet our goals, we will take the following next steps:

- Lesson plans will address the needs of all students based on a review of the available data;
 - Content areas will be broken down into prerequisite knowledge and skills;
 - Instructional practices will be detailed and meet the needs of all students;
 - Rigorous standard based tasks and daily lessons will be developed and in place;
 - Professional development will be provided to support ESL teachers and teachers of SWDs with curriculum modifications in order to provide multiple points of entry;
 - Curriculum and lesson plans will be monitored and reviewed to assess the effectiveness of PD and the impact on student's achievement.
 - Continue to expand on the integration of Arts and Technology with other curricula over the next two years.
-
- As a result of increased rigor and engagement, Level 1 students will decrease by 30% and proficient students will increase by 5%, in both ELA and Math.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the 2015-2016 school year, teachers will develop and provide students with engaging and coherent instruction aligned to the CCLS in all subjects for a variety of learners. This will result in 37% of our students performing at a Level 2 or higher as measured by the 2016 NYS ELA Exam.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>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.</p>	<p>Teachers/ Staff</p>	<p>September 2015 – June 2016 According to school calendar</p>	<p>consultants</p>
<p>Teachers will be trained in the:</p> <ul style="list-style-type: none"> • Instructional Practices Inventory to gauge student engagement and conduct quarterly assessments. • Standards in Practice Protocol to look at student’s work 	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Leadership, Replications</p>
<p>School will participate in the Teachers College Writing Project to inform our efforts to explicitly teach writing skills and establish a school-wide writing rubric. The school wide writing rubric will be used to support literacy development throughout all the content areas.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Leadership, Replications</p>
<p>Teachers will work in subject level teams to ensure that unit plans, lessons plans and curricula meet the depth and complexity of the CCLS.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Leadership team, Lead teachers, Consultants</p>
<p>To monitor the implementation of activities, cycles of observations, learning walks and data analysis will be scheduled.</p> <p>• Observations and learning walks focused on the outcomes of professional learning cycles</p>	<p>Teachers</p>	<p>September – June 2015 At the conclusion of each PD cycle</p>	<p>Teachers School Leaders Teacher Leaders</p>

<ul style="list-style-type: none"> · Analysis of ADVANCE data to monitor the progress and measure the impact of activities on teacher practice · Analysis of benchmark assessment data to measure the impact of activities on student achievement · Analysis of IPI data to measure the impact of activities on student engagement. 		October	
		December	
		February	
		April	
		· June	

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:
 Teachers, Instructional Lead Teachers, Administrative Team, Consultants for professional development, Community School Coordinator and other staff from Replications that will support us with systems to monitor the impact of our work.

Instructional Resources:
 Leveled Libraries, Technology (Smart Board, Document Cameras, I- Pads, Computers Carts, Headphones, etc.), Reading Assessments, Professional books, ASCD and other professional memberships, registration for institutes, training and per session rates,

Schedule adjustments:
 Adjustment of schedule to provide opportunities for teachers to plan and modify lessons in collaborative vertical and horizontal teams; for teachers to plan and modify assessments; for teachers to participate in Inter-visitations and time for feedback; and release time for teachers to participate in Professional Development provided by outside sources.

Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, as a result of teachers providing and engaging students in curricula that meets the needs of all learners, we expect to see 18% of our students performing at a Level 2 or above on a school wide CCLS aligned assessment (i -Ready).

Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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), the American Institute of Research (AIR) Needs Assessment 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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 element of the Framework for Great Schools 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 trends and sources. 		
<p>Data was collected from the 2014 DTSDE review, 2014-15 Quality Review Report, 2014-15 PPR, State and City Assessment data, MS Quality Snapshot, American Institute of Research (AIR) report, and school self – assessment with input from the SLT team, Lead Teachers, PPT, PBIS and SIT teams. As a result of reviewing the data, we identified the following strengths and priority needs:</p> <p>Strengths</p> <p>Our school supports the social-emotional developmental health of our students using internal resources and external partnerships. Administrators and staff 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 of the services offered include:</p> <ul style="list-style-type: none"> • 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 to be addressed

As indicated on the 2014-15 DTSDE:

Conduct a survey for students to complete or for a staff member to use during an interview with students about their social and emotional developmental health needs and their personal and academic interests and use the information to:

- Develop a plan to address the social and emotional developmental health needs and interests of all students in the school and to raise the attendance rate;
- Deploy the internal human resources, internal extra-curricular programming, and external partnerships to support student needs and interest including checking the consistent implementation of PBIS and RAMS school wide; and
- Provide PD to staff around social-emotional concerns of adolescence to ensure that all student needs are addressed.

Additionally, the school feels it needs to:

- 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.

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Although we have made great strides in creating a supportive environment for our students and families, we understand the work is ongoing and that we can improve our efforts by implementing systems to track and better integrate our social-emotional developmental health partnerships.

Our mission is for school stakeholders to view the school as a safe, nurturing and supportive educational community that develops the whole child through implementation of rigorous CCLS aligned instruction as well as systems and structures that support and document the social and emotional needs of adolescents. To do this we rely on essential partnerships with several CBOs. In addition to those listed above, we work with:

- East Side House to provide afterschool counseling, tutoring and homework help;
- The Council for Unity to provide support to student around leadership skills and college and career planning;
- Broadway Junior, DreamYard, Lincoln Center Theater and the Leadership Program to provide arts programming;

Some of these partnerships are well integrated into our school day, such as Wediko, and our students have developed relationships with CBO staff. Others are less effective and well integrated, and we intend to spend time this summer and next school year developing systems and approaches to better integrate these partnerships and monitor their effectiveness.

Student voice and leadership are supported by a Student Government committee, which meets regularly with the PBIS Coordinator to collectively develop PBIS. We also provide surveys to the students to determine what external learning activities interest them, as well as other information about their lives at school. Moving forward we intend to establish a Community Schools Council that will include student representatives. Related, we have begun to hold celebrations more regularly and to publicize student achievement and growth. Our production of "Annie" in May was successful in pushing students to achieve something outside of their comfort zones and celebrate them as individuals and a group.

Our school has adopted PBIS as our social-emotional framework. PBIS puts an emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

The school will be conducting universal screening through Astor Child Guidance Center, facilitated by the parent engagement team. The screening tool will be handed throughout the entire campus. Wediko will be providing group and individual counseling services as well as leadership skills building through their Side-by-Side whole class program. In our Empowerment program on Mondays, mentoring services will be provided through programs such as Council for Unity.

To measure social-emotional development we will triangulate data from our survey, built on the principles of, *The Seven Habits of Highly Effective Teens*, the IPI data (student engagement) and the data on attendance.

Using the data from the survey (*The Seven Habits of Highly Effective Teens*) will be a starting point for PD with staff on understanding our students' needs and self-esteem. The PD will lay the groundwork for building connections between the student's and teacher's perspectives.

The Student Data Tracker will be used to monitor student's attendance. We will focus on the students in the At-Risk and Chronically absent categories by connecting them with mentors to build an incentive plan. Through establishing a personal connection with a mentor, who acts as a personal coach, we can anticipate having the ability to address the issues that result in absenteeism in a timely fashion.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the staff at the Angelo Patri School will develop an attendance intervention plan which is responsive to student's social-emotional needs resulting in 1% increase in students' attendance.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	
<ul style="list-style-type: none"> • An attendance team will be created. This team will develop an attendance intervention plan. The Student Tracker will be used to provide us with real time information on student’s attendance this year and comparing it to prior years. Using that data we will sort the students into categories mirroring the DOE 3 levels. We will focus on Chronically Absent and At-Risk students, to help move them in alignment with our goal of 1% increase. • Teachers will be updated weekly and be part of the tracking and outreach for their students. Mentors will be assigned to meet weekly with students to review their attendance and address issues interfering with students attending school. <p>The PBIS incentive program will also be used to support student’s attendance progress.</p>	<p>Chronically Absent and At-Risk Students</p>	<p>October 2015 – June 2016</p>	<p>Assistant Principal Attendance Team</p>
<p>Council For Unity mentoring program to support students in development of leadership skills and creating a culture of safety</p>	<p>Students</p>	<p>October 2015 - June 2016</p>	<p>PBIS Team, Council for Unity Staff</p>
<p>Weekly PPT and SIT Meetings to discuss students and create action plans to address high need students</p>	<p>Students, PPT and SIT APs</p>	<p>September 2015 – June 2016</p>	<p>Counselors Social Workers AP</p>
<p>Include parents in PPT and SIT meetings to collaborate on action plans to support students’ needs</p>	<p>Parents</p>	<p>October 2015 – June 2016</p>	<p>Administration, SBST, Social Workers, PBIS team</p>

<ul style="list-style-type: none"> To measure the impact of the social emotional interventions on student behavior, we will triangulate data from our social emotional survey, attendance percentages and IPI data (student engagement) for students receiving services and interventions. Empowerment Mondays will use the data we get from the social emotional survey and the guidelines from Steven Covey’s research to develop activities to address areas the students are struggling with through their own self-assessment as well as teacher assessment. 	Students	September 2015 – June 2016	Leadership team, PBIS team, Consultants
<p>We will share and discuss the data of the social emotional survey that the students completed with the staff. This data will be revisited on a cyclical basis, comparing the results with the data from the student tracker and students grades. This analysis will result, in the identification of professional development topics around The 7 Habits for Effective Teens.</p> <p>Professional Development will also cover topics that include, but not limited to, effective implementation of PBIS in order to re-establish the professional learning cycles for PBIS, goal setting, adolescent self-image, types of bullying, and the impact of social media.</p>	Staff	September 2015 - June 2016	Leadership Team, PBIS team, Consultants

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Human Resources : Teachers, Administrators, Consultants for PD, Social-emotional and Extended Learning Time partners, Lead students</p> <p>Instructional Resources : Books, supplies, technology, Incentives for PBIS Store</p> <p>Schedule Adjustments : Time for PPT, PBIS and SIT teams to meet; Time students government to meet; time for extracurricular activities</p> <p>Other: Training and per session rates, workshops for parents, celebration fees, stipends for trips</p>											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>From September through January 2016, attendance rate will average 90%. 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</p>

provided. 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. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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), the American Institute of Research (AIR) Needs Assessment 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>Data was collected from the 2014 DTSDE review, 2014-15 Quality Review Report, 2014-15 PPR, State and City Assessment data, MS Quality Snapshot, American Institute of Research (AIR) report, and school self – assessment with input from the SLT team, Lead Teachers, and the administrative team. As a result of reviewing the data, we identified the following strengths and priority needs:</p> <p>Strengths</p> <p>This past year, we have made progress in bringing teachers together to work towards ensuring that instructional practices and strategies are organized around students’ needs. Teachers are provided with opportunities to collaborate and participate in professional learning experiences on a weekly basis.</p> <ul style="list-style-type: none"> During weekly common planning time, teachers 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. 		

- The school uses common assessments to determine student progress towards goals across grades and content. This was highlighted as an area of celebration in our most current Quality Review.

Priority needs to be addressed

As indicated in the school’s 2014-15 DTSDE:

The school leader should utilize weekly PD opportunities for all teachers, co-teachers, and teaching assistants to develop staff capacity to:

- Use formative assessments, such as exit tickets, do-now, weekly writing prompts, and unit assessments, to group students and provide data-driven instruction to support the learning needs of each student;
- Integrate effective ESL strategies into all classrooms, including how a specific language objective will be met in ESL and bilingual classes;
- Pose questions at the higher end of Webb Depth of Knowledge to support activities that require complex thinking;
- Utilize rubrics in all subjects aligned to the CCLS to support students’ development;
- Provide students opportunities to engage in high-order questioning, discussion, and multiple opportunities to learn.

In addition, the school needs to:

- 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 and address the needs of individuals and groups of students.

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

As indicated above, teachers have a variety of opportunities to collaborate—during common planning time, Grade Level Team meetings, professional development opportunities, and voluntary planning meetings. Our Lead Teachers and their respective teams have coalesced and started to take ownership of their roles in the school’s strategic planning and decision-making. This is evidenced by the work done in preparation for this document, which consisted of each team choosing a Framework Element, researching best practices across the city, adapting them to our school community, and presenting their findings and suggestions to the other groups. Next year we wish to continue on this by providing more time for teachers to collaborate across grade levels.

Teachers work on units and lesson plans individually and in teams. Our aims for this upcoming year are to devote more time to higher order concepts as aligned to the CCLS, increase the level of rigor in lesson plans and daily teaching, increase student cognitive engagement, teach literacy skills across the content areas, and differentiate instruction to meet the needs of all students.

The school is organized into PODS, smaller learning communities, which allows our staff to be better informed around the academic and social emotional needs of the students within these smaller communities, as well as to collaborate to

reinforce our RAMS values and the PBIS framework which are systems in place to ensure a safe learning environment for all.

Teachers will review a host of data sources including State and City assessment data, in-class formative assessment data, report cards, IPI data, etc., individually and in teams. Structures and systems will be developed to monitor the impact of teachers' collaboration on student achievement. Partner CBOs will be represented in the Community School Council and encouraged to attend teacher-planning meetings in order to support a collaborative teaching approach.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, as a result of teacher participating in collaborative teams focused on improved student learning, 37% of all students will perform at Level 2 or above as measured by the 2016 NYS ELA Exam.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	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? (include school, educational consultants and/or CBO staff)</i>
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 areas, using IPI, Learning Targets, and formative assessments to increase student engagement and assess their progress	Teachers	September 2015 – June 2016	Leadership, Instructional Leads, 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 2015 – June 2016	Leadership, Instructional Leads, Consultants

Engage school and school leadership in a Replications Essential Features of Schools system for building a culture of shared decision-making, distributed leadership, and accountability.	Leadership, Teachers, Staff	May 2015 – ongoing	Replications, Leadership, Instructional Leads
Teacher Teams will collaborate to look at student’s work and common assessments to inform planning and foster student participation in their own learning process.	Teachers	September 2015 – June 2016	Leadership, Instructional Leads
Cycles of professional development will begin with analysis of a student data source to identify a learner centered problem or gap. Subsequent sessions will focus on professional learning strategies to address the gap, planning, implementation, teacher debrief and review of student work to measure the impact of the learning opportunity on instruction.	Teachers	September 2015 - June 2016	Leadership Instructional Leads
PODS, smaller learning communities, will collaborate to look at student data, plan interventions, and plan celebrations using the PBIS framework to reinforce our RAMS values.	Teachers	October 2015 - June 2016	POD Leaders Administrators
Learning opportunities will be planned by the staff so that parents will have a variety of tools to help their child at home.	Parents	September 2015 - June 2016	Parent Engagement Team Staff

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: Teachers, Instructional Lead Teachers, Administrative Team, Consultants for professional development, Community School Coordinator and other staff from Replications that will support us with systems to monitor the impact of teacher’s collaboration on student’s achievement.											
Instructional Resources: Professional Libraries, technology, general supplies											
Schedule adjustments: Adjustment of schedule to provide opportunities for teachers to plan and modify lessons in collaborative vertical and horizontal teams; for teachers to plan and modify assessments; for teachers to participate in Inter-visitations and time for feedback ; and release time for teachers to participate in Professional Development provided by outside sources.											
Other: ASCD and other professional memberships, registration for institutes, training and per session rates.											
Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, as a result collaborative inquiry focused on the analysis of student work and assessment data, we expect to see 18% of our students performing at a Level 2 or above on a CCLS aligned Formative Assessment (i-Ready).

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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), the American Institute of Research (AIR) Needs Assessment 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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 element of the Framework for Great Schools 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 trends and sources. 		
<p>Data was collected from the 2014 DTSDE review, 2014-15 Quality Review Report, 2014-15 PPR, State and City Assessment data, MS Quality Snapshot, American Institute of Research (AIR) report, and school self – assessment with input from the SLT team, Lead Teachers, and the administrative team. As a result of reviewing the data, we identified the following strengths and priority needs:</p> <p>Strengths</p> <p>This year the school leader worked with the teachers, support staff and parents to develop a shared vision for the school. According to the school's 2014 DTSDE, "Teachers, support staff, and parents describe a strong sense of community, student preparation for high school through the school's reading program, and Respect, Accountability, Maturity, and Success (RAMS) as pillars of the vision to support social and emotional developmental health." Staff, students and parents are involved in continuous discussion around the core values of RAMS and our school-wide goals. With parents, emphasis is placed on accountability when we discuss their role in their child's achievement. To address our school's instructional focus, reading, writing, listening and speaking are 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.</p> <p>Common planning and professional learning is ongoing to support teachers to incorporate literacy in their daily instruction. Book Clubs and Book Talks using professional literature around literacy in the content areas, fish bowls, and</p>		

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. In interviews, questions are asked to assess the potential staff member's 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 the 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 an Extended Learning Time grant awarded by Mayor De Blasio's office that provides students with after school instruction and enrichment activities. We also have 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; to purchase Imagine Learn, a web-based program to address the development of language skills for ELLs and SWDs; and 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 to be addressed

As indicated in the school's 2014-15 DTSDE:

The school leader should prioritize specific goals to increase student growth in English language arts (ELA) and math and to improve school wide instructional practices. The school leader should use these to:

- Frame and coordinate the work and expectations for teacher, APs, consultants, and external partners and create systems of accountability to sustain school improvement;
- Collect data from common formative assessments to measure the school's progress toward the goals;
- Adjust plans to address the needs of bilingual and special education students;

Additionally, the school needs to 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 and long term goals based on data to ensure and drive student achievement;
- Expand professional development offerings to reach all teachers;
- Continue to hone observation and feedback protocols;
- Continue to build collaborative teacher teams;
- Create a School Partners Team to integrate expanded learning throughout the day and extend the instructional day by one hour.

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

This past year, we worked on building trust and improving communication with the staff, and distributing leadership to our Instructional Lead Teachers, their "plus ones", and those staff who took an interest in the planning of school initiatives by attending and participating in voluntary and mandatory planning meetings. Throughout efforts, we have started to see gains in collaboration and trust among our staff as it relates to working with the extended leadership team.

As a school leader I will use a collaborative and inclusive process to articulate the school's vision and mission. This process begins by creating a team that includes all stakeholders to identify core values and beliefs that will serve as the foundation to develop and/or revise our vision and mission statements. Staff, administrators, parents, and community partners will solicit input from the groups they represent. The final vision and mission statements will be shared with the school community and used as the core of our decisions making so that these statements become embedded in the culture of our school. In addition, an EFS Chart, which illustrates the school and community's shared vision, goals and objectives to support the vision, will be prominently displayed.

To build on this, we will begin to implement Replications' Essential Features of Schools support (EFS), a system for developing schools into learning organizations. The core work is around engaging stakeholders in creating and revising a set of living documents (charts, posters, and handbooks) that lead to shared vision, team learning, systems thinking, organizational learning and personal mastery. It is grounded in Peter Senge's Fifth Discipline work. EFS delivery happens in several modes, such as: leadership coaching; professional development workshops in leadership, teaching methods, curriculum, and growth mindset development; and retreats held on and off site.

The following aims will guide our work as it relates to effective school leadership:

- To create accountability systems that inspires risk taking, learning, and personal growth among the staff;
- To develop the capacity of the Instructional Leads;
- To build trust among school staff, parents and the community.

The administrative team will plan cycles of formal and informal observations, school –wide walkthroughs and inter-visitations. The Danielson Framework will be used to provide timely and meaningful feedback.

To support a shared accountability, the school leaders in conjunction with Replications will create:

- a. An Organizational Chart which illustrates roles, relationships, and responsibilities
- b. A work plan assigning tasks, action steps, due dates, and guidelines for how people will work together to realize the shared vision

c. A data tracking chart that creates a framework for analyzing and presenting the school’s progress toward its goals

d. A protocol for making and communicating policy decisions

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By February 2016, as a result of the systems and structures developed to measure the impact of school wide instructional practice and social emotional supports, we expect to see a 15% growth in overall component ratings in Danielson 1e and 3c.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Engage school and school leadership in a Replications Essential Features of Schools system for building a culture of shared decision-making, distributed leadership, and accountability</p>	<p>Leadership, Teachers, Staff</p>	<p>May 2015 – ongoing</p>	<p>Replications, Leadership, Instructional Leads</p>
<p>The School Leadership Team will continue to meet on a regular basis to discuss plans for the school related to student achievement, parental engagement, and community involvement.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Leadership, Instructional Leads Replications</p>
<p>School leaders will use data collected from advance to inform differentiated PD opportunities for teachers aligned to their pedagogical goals</p>	<p>Leadership, Teachers,</p>	<p>September 2015 – June 2016</p>	<p>Leadership, Replications</p>

<p>All teachers will participate in Professional development that focuses on Planning and Preparation and Engaging Students in Learning (Danielson Framework for Teaching – Components 1a,1e 3c)</p> <p>Math – Teachers will participate in Professional Development using the Van de Walle book – Mathematics – Teaching Developmentally</p> <p>Social Studies – Teachers will participate in professional development that focuses on using Primary Sources for inquiry learning</p> <p>Science – Teachers will participate in professional development focused on developing inquiry lessons.</p> <p>Professional development will be provided to support ESL teachers and teachers of SWDs with curriculum modifications in order to provide multiple points of entry.</p>	<p>Staff</p>		
<p>To monitor the implementation of activities, cycles of observations, learning walks and data analysis will be scheduled.</p> <ol style="list-style-type: none"> 1. Observations and learning walks focused on the outcomes of professional learning cycles 2. Analysis of ADVANCE data to monitor the progress and measure the impact of activities on teacher practice 3. Analysis of benchmark assessment data to measure the impact of activities on student achievement 4. Analysis of IPI data to measure the impact of activities on student engagement. 	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Leadership, Instructional Leads Replications</p>

Create a data tracking chart that creates a framework for analyzing and presenting the school's progress toward its goals	Leadership, Teacher Teams	September 2015-June 2016	Leadership, Instructional Leads, Replications
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Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

Teachers, Instructional Lead Teachers, Administrative Team, Consultants for professional development, Community School Coordinator and other staff from Replications that will support us with systems to monitor the impact of our work.

Instructional Resources:

Professional Libraries, Technology, general supplies.

Schedule adjustments:

Time for administrators to plan, look at data participate in school Inter-visitations, and time to participate in Professional Development provided by outside sources.

Other:

ASCD and other professional memberships, registration for institutes, training and per session rates.

Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January 2016, students will show a 20% increase on their scores from the baseline to mid- line assessments. Towards this purpose:

- Benchmarks will be established in all contents to monitor students’ achievement
- Structures and systems will be developed to monitor the impact of teachers’ collaboration on student achievement.
- Quarterly reports from the administrator’s data analysis sessions will be shared with teachers.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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), the American Institute of Research (AIR) Needs Assessment 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	I
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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 element of the Framework for Great Schools 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 trends and sources. 		
<p>Data was collected from the 2014 DTSDE review, 2014-15 Quality Review Report, 2014-15 PPR, 2014-15 Environmental Survey, MS Quality Snapshot, American Institute of Research (AIR) report, and school self – assessment with input from the SLT team, Lead Teachers, and the administrative team. As a result of reviewing the data, we identified the following strengths and priority needs:</p> <p>Strengths:</p> <p>Our school believes that a strong partnership with parents leads to higher student achievement, and so we strive to create a welcoming environment for all families and community members. To do this we have the following in place:</p> <ul style="list-style-type: none"> • Multiples forms and approaches are used to maintain strong communication between the school and families. This includes flyers, newsletters, monthly calendars, phone calls, nightly phone blasts using School Messenger to inform parents about daily attendance, Skedula phone application, etc. • Parents have access to Skedula and Progress Reports • Parents participate in learning opportunities to support the home-school connection centered on CCLS, curriculum implementation, 100 Book Challenge, etc. • Parents participate 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. • Parents participate in Saturday Language Academy • 100 Book Challenge Parent Contract <p>Involve parents in monthly celebrations of children and learning, such as student performances, sports events, and cooking classes.</p> <ul style="list-style-type: none"> • PTA representatives participate 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 collaborate 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 participate in Title I needs assessment survey. The analysis of this survey creates a menu of professional learning opportunities for parents.

Priority Needs

As indicated in the school’s 2014-15 DTSDE:

In an effort to encourage all parents to come to the school for the 2014-15 academic year, the school leader should:

- Prioritize one parent engagement strategy, such as inviting parent to come and view student work;
- Invite parents to celebrate the work of students by attending school-wide productions that provide the opportunity for all students to participate and have a role as actors writers, producers, musicians, artists, marketing managers, costume designers, stage hands, fund raisers, and translators; and
- Use the development of these productions to provide opportunities for teachers to work across subject areas, as well as serve as an incentive for parents to come to the school.

In addition, the school needs to:

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

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Families will be welcomed into the school and made a part of the community using many of the successful approaches listed above. We will continue our Saturday Language Academy for parents who are learning English. We also have plans to hold more celebrations and in general make every effort to bring parents into the school to celebrate their children and not only for evaluative purposes. In addition we will look to include parent volunteers in any of the ELT programs that involve parent-student joint learning opportunities or require chaperones such as field trips. Another important change from this past year is the development of a Community School Council—a school governing body comprised of members from the school, community, partner CBOs, school safety team, student body and parents. We will survey the parents to determine what adult education offerings they are interested in and look to provide those courses as much as possible. We are relying on the Community School Coordinator in conjunction with the Parent Coordinator to play an active role in parent involvement and understanding in terms of parent outreach, communication, and programming.

Numerous activities, such as Family Night and Father’s Day in the month of September, will be planned to orient, involve, and welcome parents into the school community. Our Community School Director’s office is immediately next to the front door, and is shared by our parent coordinator and parent association president so that parents are greeted by people who know them and can help them. Security has been trained in protocols

for welcoming parents and directing them to the Community School Office; we have several people at the front of the building who speak Spanish and French as well as English.

Teachers will be trained in protocols for contacting parents so that parents know them as allies and partners from the beginning of the school year. We will communicate via newsletters, flyers, phone calls, and email to keep parents informed of events at the school. We will also use SKEDULA, an online academic reporting system, which parents have access to. Parents will be trained in the use of SKEDULA as well as NYC Accounts to review their child's data. During parent meetings teachers and staff will review student data with families to inform them of progress and next steps to support their children at home.

We will also help our parents understand how they can support their children through workshops, events, and academies. Workshops will be conducted monthly to teach parents helpful tips and ways to support students at home. Some topics will include Family Math, Family Literacy, Understanding the Common Core, Supporting our Readers at home, Types of bullying, Impact of Social Media, Stress Reduction with Yoga, and Mindful Breathing to name a few.

Throughout the course of the year, family events and guest speakers will engage the community and families. We will have celebrations around culture, student writing, Reading Milestones, etc. These celebratory events are an opportunity for staff and families to develop relationships. During meetings both formal and informal, families will share information that will better help us support their children both academically and social emotionally.

Our parents have shown particular interests in Language Academies, Parenting Skills, and Business Skills. Our CBO in conjunction with the Community School Director and the Parent Coordinator will be instrumental in organizing these academies.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, The Angelo Patri School will develop and implement a comprehensive outreach plan which foster high expectations for student's achievement and allows reciprocal communication with parents as evidenced by meeting or exceeding the school safety indicator of 2.56 as measured by The NYC School Survey.

Part 4 – Action Plan

	All stakeholders	September 2015 - June 2016	
<p>Opportunities will be organized to provide parents with updated information on school status, initiatives to address gaps, and progress towards school instructional goals.</p> <p>All stakeholders will be provided with opportunities to get feedback and provide input on school initiatives</p> <p>School will use multiple approaches to communicate curriculum foci in all content, student progress towards meeting the standards before the report card, and celebrations involving student's achievement. Maintain open doors of reciprocal communication with staff, students, and parents. Provide opportunities for all stakeholders to have input in decision making.</p>	All Parents All stakeholders	September 2015 - June 2016 September 2015 - June 2016	Leadership Team Parent Engagement Team SLT/CET
Saturday Academies will be organized to meet the needs of the parents. Classes include but are not limited to ESL and Spanish for parents who speak English.	Parents/	January 2016 - June 2016	Parent Engagement Team

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>Human Resources: Teachers, Instructional Lead Teachers, Administrative Team, Consultants for workshops, Community School Coordinator and other staff from Replications.</p> <p>Instructional Resources: Books, Technology, Skedula, general supplies.</p> <p>Schedule adjustments: Adjustment of schedule for celebrations events.</p> <p>Other: Fees for museums and similar learning experiences, per session for teachers participating in parental training activities, and resources for celebrations.</p>											
Part 5b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will review meeting and workshop agendas, sign-in sheets, and surveys to provide information on parent participation and satisfaction. Additionally, the parent engagement team will conduct periodically assessments of the school's Culture for Learning, using the NYC Quality Review Rubric 3.4 as our measuring device. The team will report the results of its findings and school rating quarterly to the SLT, and will post its ratings on the school data tracking chart. Our aim is to improve our rating (on the 1-4 scale implied by the rubric) by a rating of .5 points from our baseline by February 2016 and by 1.0 points by June 2016.

Professional development for this goal will include:

- Building Honest Cultures PD for the administrative team provided by The Handel Group
- Essential Features of Schools for all faculty, provided by Replications in order to develop the structures and practices that facilitate collaborative, caring communities
- IPI protocol for improving higher order thinking and engagement, provided by Replications
- Community school development PD, provided by The Office of Community Schools and turnkeyed to the faculty via Marie Laport, or Community School Director, at Tuesday Community Involvement Meetings
- Community School Council training in strategic planning and data driven decision-making, provided by Replications

Data will be collected after every event and entered into a tracker system to monitor parental participation and to analyze the effectiveness of the event.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. 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. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.

In the 2015-2016 and 2016-2017 school year, all students will be encouraged and actively recruited by teachers and CBO staff to participate in the ELT Program. The goal of the program is to provide and promote academic, social/emotional and physical development to all students who are enrolled, resulting in an improved attendance rate of 90.3% for the 2015-2016 school year.
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Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
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If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

The ELT Program will target every student through cycles of academic learning and enrichment programs. This is a mandatory program. Students and parents will be apprised of this extended day opportunity. To actively engage students to participate and attend each session, activities that will address student academic needs and appeal to students’ interests outside of the academics areas such as performing and visual arts, sports, Language Academy, and academic interventions. We will offer multiple opportunities and varied activities during and after the school day. Incentives such as pizza parties, raffles, etc. will be offered to actively engage students to participate in this program. Written notification will be sent to parents, phone calls will be made to homes as well as using the school messenger system. Students will have parents sign information/consent forms and return to school as part of the process. Ongoing communications with students and their families utilizing in school meetings and home visitations will also be implemented.

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
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Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • 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. • What new content areas and opportunities will be offered to students? • 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.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

The school will meet the following SED requirements for the ELT Program in a Renewal School by ensuring that the instructional program will be a combination of academics and enrichment. The academic portion of the program will consist of integrating test preparation strategies and skill development while using current and up to date assessment questions for review. In addition, ESL students and students with disabilities will be provided with skills and strategies for improved overall academic performance and social/emotional growth. Enrichment opportunities such as arts and sports programs will be provided. We will hold an orientation for incoming students to acclimate them to the school. All programs will be provided by licensed and experienced teachers and staff from several CBO's who also have a strong interest and desire to teach the content to the students. Professional development will be provided through bi-weekly staff meetings, teacher team meetings and department meetings. Student enrollment and retention efforts will be made for all students. Daily attendance will be taken and monitored each day. Written notification will be sent to parents, phone calls will be made to homes as well as using the school messenger system. Students will have parents sign consent forms as part of the process.

Specific programming for the ELT is as follows:

September

- Empowerment Mondays: All students engage in 75-minutes of leadership and character-building programming based in Sean Covey's Seven Habits of Highly Effective Kids. Programming varies by grade as follows:
 - 6th Grade: 7 Habits of Highly Effective Teens, provided by a variety of CBOs.
 - 7th Grade: Arts leadership and collaboration provided by Scarsdale Strings
 - 8th Grade: Study skills for high school and community service, provided by FEETZ
- Academic and enrichment programming for 75 minutes Tuesdays-Fridays for all students

October-May

- Continue with programming as described above
- Community Theater. Parents and Students will work towards a collaborative celebration.
- Music, Arts, and Sports programming

February-May

- All of the above, plus Saturday School test prep and academic support.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. 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.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

3. Explain how you will evaluate the program to assess impact on student achievement.

1. The ELT Program will be implemented and supervised by the Assistant Principals and Community School Director.
2. The Community Based Organizations will support the ELT program by providing student programs and by utilizing mentoring techniques such as: small group and one on one for the students who participate. Mentors will be required to ensure that their students attend ELT regularly. CBO's will utilize push in models, one on one intervention techniques and other modalities during the A.M program, during the day and after-school.
3. The ELT Program's impact on student achievement will be evaluated based on attendance rates, pre/post assessments, course work, pass rates and the Learning Environment Survey.

Part 4b. Timeline for implementation and completion, including start and end dates.

The ELT Program will begin in July 2015 and will continue to June 2016.

- Determine ELT schedule framework (6/15)
- Assemble CBO team (6/15)
- Hire Community School coordinator (6/15-7/15)
- Determine ELT offerings (6/15-7/15)
- Determine ELT budget (6/15-7/15)
- Make ELT schedule (6/15-8/15)
- Create evaluation protocols (8/15)
- Solicit student interests and assign to ELT offerings (8/15 -9/15)
- Commence ELT program (9/15)
- Quarterly evaluations and data presentations (11/15, 2/16, 4/16, 6/16)

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Resources that will be needed for the ELT Program will be certified New York City licensed subject teachers and CBO staff members. Moreover, instructional resources that will be needed are: text books, blended learning programs, calculators, graphing paper, rulers, chart paper, markers, laptops, iPads, headphones, audio-books, Smart boards, meals

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, a mid-point benchmark will be the results from assessment data including attendance rates, Progress Report results, student academic skills, and the Instructional Practice Inventory (IPI). IPI data will indicate a profile of student engagement during Extended Learning Time of:

- More than 30% of the time students will be engaged in higher-order levels of critical thinking
- More than 50% of the time students will be engaged in knowledge and skill building levels of critical thinking
- Less than 5% of the time, students will be disengaged from learning activities

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The overarching goal of the Community School program for the 2015-16 school year is to lay the groundwork towards creating a culture of partnership and trust between the school, families, and community members, so that all stakeholders take an active role in the success of the school and our students.

This goal will be achieved by the implementation of activities and programs listed below and further detailed in the RSCEP action plan:

- Implement and assess the Replications Essential Features of Schools (EFS) planning system—a customized blend of strategic planning workshops to help develop systems that leverage and maximize resources;
- Establish a school-wide committee to review and utilize Learning Environment Survey Data for improvement;
- Collaborate with CBO’s to implement programs and services that support academic and social emotional supports for individual students and their families;

As a result of further developing strong family and community ties, the following measurable benchmarks will be achieved by June 2016:

- Student attendance will be at least 90.3%
-

• A survey will be administered at the beginning of the school year in September, November, and March 2016 to monitor improvements in providing a more supportive environment for students, parents and staff.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

All students, teachers, administrators, staff, and families directly connected to the school. Services will include crisis counseling, Extended Learning Programming, Community Activism and Advocacy, Strategic Planning, Instructional and Leadership Professional Development.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging

families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.

4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. Our key strategies for leveraging the community school director are:
 - a. Create a School Partners Team, led by the Community School Director, that meets weekly to coordinate CBO efforts with the school and that regularly reviews data to relevant to its key areas of work: attendance, community outreach, and student engagement;
 - b. Include the Community School Director as a member of the principal’s cabinet so that s/he is closely involved with the policy making and culture making of the school;
 - c. Organization regular meetings to include the Principal and Extended Leadership Team, the Community School Director, Replications, and the Director of Renewal Schools as part of a monitoring process.

2. Three structures help us identify individual needs and individualize services to meet them: Grade Level Teams which determine level 1 intervention strategies, track progress, and—if necessary—make referrals to the Pupil Support Team. The Pupil Support Team comprised of a psychologist, a guidance counselor, special education teacher, and administrator, determines Level 2 and 3 interventions in support of students that include one or more of the following: social services support, parent conferences, counseling, psychological evaluations, medical help, academic support, etc. The third structure is the Community and Culture Team, which is charged with parent outreach and attendance improvement. As this team inquires into the circumstances behind absences, it makes referrals to the Pupil Support Team as well. Currently, we offer counseling, social work, and health services support. We anticipate all of these will expand in the coming year as we get to know our community better and are able to match individuals to the resources they want and need.

3. Our overarching strategy for ensuring ongoing cooperation and communication is the establishment of a system of monthly forums via The Community School Council. The Council, which meets monthly, is comprised of key school and community leaders, and is the formal place for ensuring that participating community members have a voice in the life and development of the school. The Council’s primary job is to create policies and plans that:

- a. Align student out-of-school time with classroom learning
- b. Bring communities, families, and the school together
- c. Coordinate resources for children and families[2]

The Council is comprised of 12-20 members who represent a wide array of school and community stakeholders, as shown in the chart below:

Instructional Systems Representation	Organizational Systems Representation	Community Representation
Instructional Leader Teacher(s) Assistant Principal(s), Student(s) Para professional staff Instructional coaches and consultants	Principal Director of Operations Assistant Principal(s) Counselors Social Workers Parents Grandparents Students Guardians Engineering Staff Food Service Staff	Community School Coordinator Community School Liaison Health Services Mental Health Services, Arts and Recreation, Youth Development Organizations Social Services Local business leaders Churches or other faith- based organizations Law enforcement

The Council includes an Executive Committee comprised of the school-based personnel who are authorized to oversee execution of the Council's plans and policies. Generally, the Executive Committee consists of the principal, the school's instructional leader, the school's director of operations, and the community school coordinator (these individuals are shown in **bold face** in the table above to signify their membership on the Executive Committee).

The first phase of the Council's work is to develop a shared vision and clarity around roles, responsibilities, goals, expectations, and key tasks. The work culminates in the creation of:

- a. An EFS Chart which illustrates the school and community's shared vision, goals and objectives to support the vision
- b. An Organizational Chart which illustrates roles, relationships, and responsibilities
- c. A work plan assigning tasks, action steps, due dates, and guidelines for how people will work together to realize the shared vision
- d. A data tracking chart that creates a framework for analyzing and presenting the school's progress toward its goals
- e. A protocol for making and communicating policy decisions

A key element of this system is the CSL, who helps the council design systems that proactively minimize conflict by troubleshooting situations that lead to it. In addition, the CSL is trained to mediate disputes by helping people air issues in an open forum, listen to each other, and generate win-win solutions.

1. As lead CBO, Replications work includes creating systems for collecting, analyzing, responding to, and communicating about school data. The centerpiece of this work is the Data Tracking Chart (item d above), which uses formative measures described throughout this CEP document. Replications also leads professional development for staff members so that they become certified, reliable data collectors, so that they are able to engage in data study that leads to improved student achievement, and so that they can communicate their findings and ideas with students, administration, and families. The principal and Replications Liaison plan the professional development calendar over the summer.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

7. Key Personnel and Oversight

The SLT is the primary agent for integrating community voices in the planning and assessment phase so it produces coherent, actionable plans. Replications' role is to orchestrate and support this effort, which it does via the Community School Liaison (CSL). The CSL, the principal, and the principal's cabinet are the primary drivers and overseers of the community school implementation. During the first four months, the key tasks for Replications and the SLT will be divided into four key areas:

- Creating a shared vision
- Needs assessment
- Community Engagement
- Implementation and monitoring

The following narratives describe a flow over a four-month period for how the process of needs assessment and planning would unfold. During this period, the CSL will lead on and off-site retreats and working sessions.

There are some specific approaches and beliefs that Replications follows. Likewise, the SLT and its members will have their own set of approaches and beliefs. So an early step will be to share beliefs and understandings and work toward:

- A shared understanding of what a community school is and does
- A shared understanding of the Replications process
- A set of core values
- A set of group norms and expectations

At the end of the shared-vision phase, the SLT will have developed a chart that looks akin to the one below, which charts the core values and qualities of a community school.

Qualities	Core Values			
	Healthy Minds and Bodies: Physically and socially, we keep all kids growing	Family: So that they can support their children, we involve families in programs and activities that enrich their lives	Community: Through formal and informal partnerships, the school exists symbiotically with the community	Academics: we work with kids where they are and find ways to keep them engaged in learning and growing
Shared leadership				
Shared Vision				
Integrated learning				
Data Driven Decision Making				
Partnerships				
Broader Opportunities				
Leveraged Resources				
Collaboration				

The essential question of the needs assessment is, “How are we supporting our shared vision of the community school we want?” To do this, the SLT divides into four groups (or as many as there are core values) and investigates what the school is doing for each of the “Qualities” represented in the chart above. Through this process, the SLT will:

- Conduct both needs and resource assessments of families, care takers, teachers, community members, students and the physical plant
- Analyze data, identify needs, and develop strategies to address the needs
- Engage community members by sharing findings, eliciting their feedback, and identifying areas where the school and community are in agreement
- Determine primary holistic success indicators

As important as it is to develop a shared understanding, this phase is also designed to build a culture of team learning among all constituents. To do so, Replications uses two protocols designed to stimulate thinking and deepen understanding: the ORID and STAR protocols for analyzing data. [1]

8. ELT Scope and Structure

Phase I of the assessment and planning process should leave the SLT with a shared vision and shared aspirations. Phase II should leave it with a shared understanding of where the community is at present. Phase III creates a system in which team learning becomes organizational learning and the SLT engages the community in the design process. When Phase III is complete, the SLT will have:

- An EFS plan and organizational chart
- A Community Schools Coordinator job description and recruitment plan
- A list of programs and services that will occur in the school
- An implementation plan that includes monitoring protocols and evaluation benchmarks
- A budget aligned to the implementation plan
- A marketing and recruitment plan
- A professional development plan (including summer workshops)
- A summer orientation plan for students and families
- A detailed ELT action plan that has determined which providers will be responsible for which ELT options and is based on student need and interest; the plan will also include an ELT team, comprised of school partner representatives, teachers, and an administrator.

9. Implementation and Monitoring

This final phase of planning and assessment is designed to formalize commitments and institute feedback loops that build trust and engagement. Key outcomes of this phase include:

- The Community School Coordinator is hired
- MOU's and contracts with key partners are executed
- Faculty members participate in summer orientation and training
- Long range funding plans are set
- Agreed upon outcomes are being monitored
- Community engagement strategies have been launched

It will be the ELT Team's responsibility to collect and analyze relevant data and to present its findings to the principal and SLT on a monthly basis.

[1] ORID is a questioning protocol in which the audience asks four types of questions in response to a presentation; those questions form the basis of the ensuing discussion, which is designed to deepen and create shared understanding; our purpose here is to open up thinking and avoid drawing premature conclusions. STAR is a protocol designed particularly to help individuals deepen their understanding of situations and the (often unrecognized) systemic factors that influence outcomes.

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

The Community School Director and the Replications Liaison are the core resources for implementing the Community School Program. The Community School Director is site based and charged with leading in the development of a culture that welcomes, values, and engages the community in Angelo Patri. The Replications Liaison is in charge of helping the administration to develop systems that support a caring, collaborative culture that is self-renewing. Together, they help administration and teachers determine how to organize and prioritize their resources. They manage contracts with community school supported vendors and coordinate community school and NYCDOE efforts so that operations are smooth and diverse agendas are honored.

Schedule adjustments in year one are minor - simply increasing the number of offerings that occur during the 80-minutes after school. The budget for this work is approximately \$800,00 between community school and Renewal School funds.

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

1. Complete EFS plan and organizational chart--6/25
2. Complete Community Schools Coordinator job description and recruitment plan--7/1
3. Generate a list of programs and services that will occur in the school--7/15
4. Complete an implementation plan that includes monitoring protocols and evaluation benchmarks--7-17
5. Complete a budget aligned to the implementation plan--7/19
6. Complete a professional development plan (including summer workshops)--7/25
7. Complete summer orientation plan for students and families--7/31
8. The Community School Coordinator is hired--7/31
9. MOU's and contracts with key partners are executed--8/15
10. Faculty members participate in summer orientation and training--8/20
11. Community engagement strategies have been launched--9/1
12. Long range funding plans are set--10/1
13. Agreed upon outcomes are being monitored--first report--10/

Section 8: 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 I- Ready ELA, supplemental support for classroom activities	Whole class, small groups, pull-out, maximum of 8 students	Services provided during the school day, after school, and/or Saturdays
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 Math, supplemental support for classroom activities	Whole class, small groups, pull-out, maximum of 8 students.	Services provided during the school day, after school, and/or Saturdays
Science	Lowest third and students needing additional support.	Skills-based instruction focused reading and writing in Science and developing academic vocabulary	Whole class, small groups, pull-out, maximum of 8 students.	Services provided during the school day, after school, and/or Saturdays
Social Studies	Lowest third and students needing additional support	Skills-based instruction focused reading and responding to DBQs and developing academic vocabulary	Whole class, small groups, pull-out, maximum of 8 students.	Whole class, small groups, pull-out, maximum of 8 students.
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 9: 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 section where the response can be found [for example, Section 5A-Part 4]
- 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.
<p>We 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. 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. Replications, our Lead CBO Partner, will provide professional development in the areas of measuring student engagement, collecting and using data, Understanding by Design, and 7 Habit of Highly Effective Teachers. We spend weekly professional learning time focused on elements of instruction (setting outcomes, questioning and discussion, assessment, etc). Weekly common planning meetings by grade and content are 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.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Cycles of professional learning will begin with analysis of a student data source to identify a learner centered problem or gap. Subsequent sessions will focus on professional learning to address the gaps, planning, implementation, teacher debrief and review of student work to measure the impact of the professional development on instruction.</p> <p>All teachers will participate in Professional development that focuses on Planning and Preparation and Engaging Students in Learning (Danielson Framework for Teaching – Components 1a,1e 3c)</p> <p>Math – Teachers will participate in Professional Development using the Van de Walle book – Mathematics – Teaching Developmentally</p> <p>Social Studies – Teachers will participate in professional development that focuses on using Primary Sources for inquiry learning</p> <p>Science – Teachers will participate in professional development focused on developing inquiry lessons.</p>

Professional development will be provided to support ESL teachers and teachers of SWDs with curriculum modifications in order to provide multiple points of entry.

ELA teachers will participate in the Teachers College Writing Project to inform our efforts to explicitly teach writing skills and establish a school-wide writing rubric. The school wide writing rubric will be used to support literacy development throughout all the content areas.

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/information, early intervention services, etc.).

Not Applicable

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.

Our weekly common planning meetings organized by grade and content area, focus on assessment and using data to drive instruction. Teacher teams design formative and summative assessments based on curriculum implementation. Teachers are identified in each content area to participate in a curriculum planning team. This teams works to design curriculum and school-wide performance assessments.

The units in each content area include 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 support 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 (RSCEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	527,131.00	X	14, 18, 23, 27, 31
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$118,143 *includes parental engagement funds	X	14, 18, 23, 27, 31
Title II, Part A	Federal	0		
Title III, Part A	Federal	22,684.00	X	14, 23, 31
Title III, Immigrant	Federal	0	X	14, 23, 31
Tax Levy (FSF)	Local	3,971,094.00	X	14, 18, 23, 27, 31

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:

- 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.

- 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:

- **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).
- **Title I School Improvement 1003(a):** To 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/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **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 an 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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 RSCEP 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's Title I Parent Advisory Council (PAC) 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)

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 School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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)

[The Angelo Patri School] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
of certified ESL/Bilingual teachers: <u>7</u>
of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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

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

Part C: Professional Development

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 Buttaró.

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 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	=====	=====

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Graciela Abadia	Assistant Principal Beth Shimkin
Coach Heather Rohan	Coach
ENL (English as a New Language)/Bilingual Teacher Silvia Thurn	School Counselor Eury Padilla
Teacher/Subject Area Velvet Del Valle	Parent E. Castilda Nunez
Teacher/Subject Area Michelle Jervis-White	Parent Coordinator Stacy Torres
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Melodie Mashiel	Other (Name and Title) Ron Saltz, Replication

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	531	Total number of ELLs	171	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							1	1	2					0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	188	Newcomers (ELLs receiving service 0-3 years)	150	ELL Students with Disabilities	37
SIFE	24	Developing ELLs (ELLs receiving service 4-6 years)	30	Long-Term (ELLs receiving service 7 or more years)	8

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	111	18	2	11	0	1	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	39	5	0	19	1	15	8	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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
SELECT ONE							37	44	38					0
SELECT ONE							0	0	0					0
French							0	1	0					0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages):
0

Number of students who speak three or more languages: 0

Freestanding English as a New 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							16	44	38					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							0	1	0					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							4	1	3					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							15	16	250					0
Emerging (Low Intermediate)							7	6	5					0
Transitioning (High Intermediate)							4	7	2					0
Expanding (Advanced)							21	18	10					0
Commanding (Proficient)							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							0	0	0					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	37	3			0
7	42	1			0
8	40	3			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	3	38	10	0	2	0	0	0	0
7	4	46	7	0	0	0	0	0	0
8	2	42	5	0	0	0	0	0	0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	9	15	16	16	5	0	0	0	0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	1	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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. We also recognize that our students are coming to our school with a very weak LL. This is a struggle for us as they do not have the foundations in their home language.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 N/A as we have not received current data. Once current data on NYSESLAT is sent, we will update Data patterns across performance levels reveal that students scored very low in the writing section of the NUSSLAT. The results of the NYSESLAT does not indicate strong writing in all grades. Our students tend to do better on the speaking section of the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We have not met our AMAO this past year and as a result we are looking at what we can do to improve the ESL department. Teachers use the data to work through their students NYSESLAT data and this reveals where they fall on the spectrum. Once this is configured, teachers use this data to design instruction that addresses the reading, writing, listening and speaking needs of our students. We lag in the number of students who are proficient and we will look closely at the gaps to support them in becoming proficient in the testable areas. During common planning our ELL teachers sit with NYSESLAT data and complete charts that are used to determine whether or not the AMAO has been met. Once this data is compiled we are able to have focused conversations around what work needs to be done in order to support our ENL and ELL learners. For teachers, they are able to assess where their students showed growth and still need continued development as a result of "crunching" numbers.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Although we are a middle school, The 100 Book Challenge is used as our school wide RtI framework. Students read books in English and in Spanish (TBE) based on their independent reading level. The students are conferences with using Skill Cards to determine their focus. Students are assigned power goals for the week which focuses their reading plan of action. Along with the 100 Book Challenge which supports our students increased reading comprehension, students who need additional support are receiving pull out services in both math and ela. Based on diagnostic information, leveling, and other teacher assessments student who are in Tier 2 receive additional support through guided work. Students who are Tier 3 as well as newcomers receive additional support with one on one interventions with teachers and also if need be use Imagine Learning to support their language acquisition which in turn will help them academically.
6. How do you make sure that a student's new language development is considered in instructional decisions? Since we have classrooms based on students proficiency levels, we are able to address where they are in their language development. Our classes are immersed in language development and instructional decisions are based on their levels of proficiency while considering the standards.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). 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 not or have met AYP.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The initial identification of ELL's occurs in four steps. The first step is we administer the Home Language Identification Survey, which includes an interview with the student and parent to determine the students' home language. Then there is a determination of eligibility to take the New York State Identification Test for English Language Learners. The NYSITELL is administered and finally the administration of the Spanish Lab is given to newly identified ELLs whose home language is Spanish. The pedagogues involved in this process include but are not limited to, Stacy Torres, Parent Coordinator, Miriam Tropp, ESL Teacher, Eury Padilla, guidance counselor and Marjorie Metsch, supervisor of Special Needs.. Completion is done within the 10 day window.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Students will be assessed through the Home Language Identification process as all ELL's are. They will also be given the LENS within 30 days of entry into our school. Interview questions will determine SIFE status. Sife status will be determined within 12 months of enrollment. We also use the Appendix of EPRG for SIFE students as well. DOE schools require initial determination within 30 days which if needed can be modified up to 12 months of initial enrollment. If SIFE scores are at a transitioning/intermediate level on the NYSESLAT, SIFE status will be removed.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
 Identificaiton for newly enrolled students with IEP's includes the LPT team in determining a student's eligibility for special education services and the language these services are to be delivered. The Language Proficiency Team will be formed to determine if the students have language acquisiton needs and will take the NYSITELL.: The team consists of a certified TESOL teacher, Ms. Tropp, special education supervisor, Ms. Metsch, and a family member of the child in a special needs class. Interpretation is provided in the families home language as needed. There are 20 days for ta accept or reject the LPT recommendation in regards to ELL service placement.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
 The Angelo Patri School ensures that entitlement and non-entitlement parent notifiaitons letters are distributed through the mail as well as hand delivered to the students. Our students sign that they have received the letter and a follow up phone call is made by the Parent Coordinator or Family Worker to ensure that parents receive these letters. In cases where we cannot contact a parent, the family worker from the school will make home visits to ensure parents receive these letters of eligibility or non-eligibility are received within five days
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
 Parents are informed that they have the right to appeal ELL status within 45 days of enrollment Information is given to parents in their preferred language. All in
 Phase 1
 Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re- identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who
- Have a home language other than English, and
 - Are ELLs and non-ELLs
- The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following, a student's parent or guardian, a student's teacher with parental consent or a student who is over the age of 18. This review must take place within 10 school days of the request but for a student with an IEP, the process must be complete within 20 calendar days.. Parents are notified of all correspondance in their home language/preferred language.
 All letters and materials used in this process are stored with the guidance counselor, Ms. Padilla and an additional copy is with Ms. Metsch, assistant principal.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 Clty 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 availabe 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.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Parent Coordinator and ESL Coordinator are responsible to ensure that documents are returned in a timely fashion. We make follow up phone calls to remind parents they are due as well as go on home visits.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Surveys and Program Selection Forms are monitored by the Parent Coordinator and ESL Coordinator. If they are not completed or returned, phone calls and outreach is made to ensure we have these documents for every student. We will also send out one of our Family Workers to families homes, if they are not returned in a timely fashion.
9. Describe how your school ensures that placement parent notification letters are distributed. Parent notification letters are hand delivered to students as well as mailed out to families. Follow up phone calls are made to ensure notification has been received. If we have difficulty getting a response from families our Family Workers are sent to the homes to hand deliver the notification letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of all ELL documentation is kept on file with the ESL Coordinator as well as in the main office. All copies of these documents are kept in students cumulative records
11. 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 administration of the NYSESLAT exams are given in the timeline determined by the state. To ensure that our students take the NYSESLAT annually, we use the RLER from ATS which includes all students that are required to take the exam. We also have systems in place during the administration of the exams to ensure attendance is maximized. If we have students that are absent during any of the sections of the exam, make up exams are given on the days determined by the state. We contact families to ensure that their child is present on the days of the exams both for regularly scheduled and make up days. Systems to track students who are absent and need to take particular sections are recorded to keep the school abreast of who still needs to be tested.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters were distributed and like other forms needed, there are follow up phone calls, home visits and a redistribution as needed. The Parent Coordinator and ESL Coordinator follow up as needed to ensure documentation is received in a timely fashion.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Our programs are aligned with parent requests. At times we have an overage in our bilingual newcomers class but we are able to offer additional support through our push in or pull out model. Parents want their children either in TBE or ESL classes. As we plan for future classes, we recognize that parent choice tends for our Spanish speaking students is TBE. The Parent Coordinator, ELL testing coordinator and administration maintains records of the Parent Survey and Program Selection to assess trends and help organize our thinking for the coming year. We have recognized the need to have additional TBE classes in the last two years as a result of the higher number of students to be placed in our bilingual classes.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
Freestanding ENL students receive instruction in English with ESL strategies woven into the curriculum to support their learning. The class travels together and by grade level. Students are grouped heterogenously in their class. ESL is a standalone and content areas will be both, a co-teaching model and/or taught by a dually certified teacher.
 - b. TBE program. *If applicable.*
The TBE programs are grouped both homogeneously and heterogeneously. In core content they are grouped by grade and heterogeneously. The ESL classes are grouped homogeneously by proficiency levels for our entering and emerging. The other TBE classes are grouped by grade and heterogeneously, to include, transitioning and expanding. Content area classes, such as Science, Social Studies and Math are taught in students' home language following the progression chart on page 13 of this document.
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
We are programming our students based on the new progressions to ensure appropriate instructional minutes are delivered in each program through bloc programming. In some cases we are increasing the number of minutes based on what we know about our stuents. As the majority of our ENL and TBE students are far below grade level increasing the minutes will continue to support their need for increased time in ENL classes.
3. Describe how core content is delivered in each program model. 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 instrucional 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. Core content will be delivered by using the integrated model of either 1 dually certified teacher or using the co-teaching model of one teacher being certified in content while the other teacher is certified in ESOL.
4. How do you ensure that ELLs are appropriately evaluated in their home 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 used 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?
ELLs are appropriately evaluated in all four modalities of English acquisition throughout the school year through formative and summative assessments, benchmark pieces, reading conferences, unit exams, and school developed exams. Using the baseline data from the previous years NYSESLAT, we assess studetns 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 QuickWirtes 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Instruction is differentiated for each of the following subgroups as follows:

Our entering and low level emerging students use Milestones to support their early language acquisition and they also use Imagine Learning, a web based program to develop early language acquisition. They are using the workshop model in all content areas and teachers use guided groups and guiding reading to support language acquisition.

Our high level emerging, transitioning and expanding students use the DOE curriculum, which is three units of study which is immersed with reading, writing, listening and speaking skills. They also use the Teacher's College Writing Project to support their immersion in writing.

Our Long Term ELL's based on level are using standard based instruction infused with ESL strategies to support their reading, writing, listening and speaking acquisition.

Our Commanding students use Expeditionary Learning and Teacher's College Writing Project to continue their growth in academic learning the skills necessary for continued growth

Our former ELL's are in general education classes and ESL teachers push in to support students using ESL strategies to support their learning.

Our SIFE students, after assessments are conducted and analyzed have their instruction differentiated based on need.

Within each of these subgroups teachers are responsible to differentiate their instruction based on the needs of their students. We are introducing Teacher's College Writing this year and through common planning and professional development, teachers will modify this instruction based on their subgroups and needs of their students.

Instruction is also differentiated further after a careful analysis of the NYSESLAT data and other formative assessments given throughout the school year.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
has be

For students identified as ELL or non ELL, the school ensures that the students' academic progress has not been adversely affected by the re-identification by ensuring that the teacher is aware of the re-identification as well as through on-going assessments to determine student academic progress. Meetings are held with the teachers, administration and families to discuss any progress that has been made or if there needs to be modifications to the student's learning plan.

8. 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

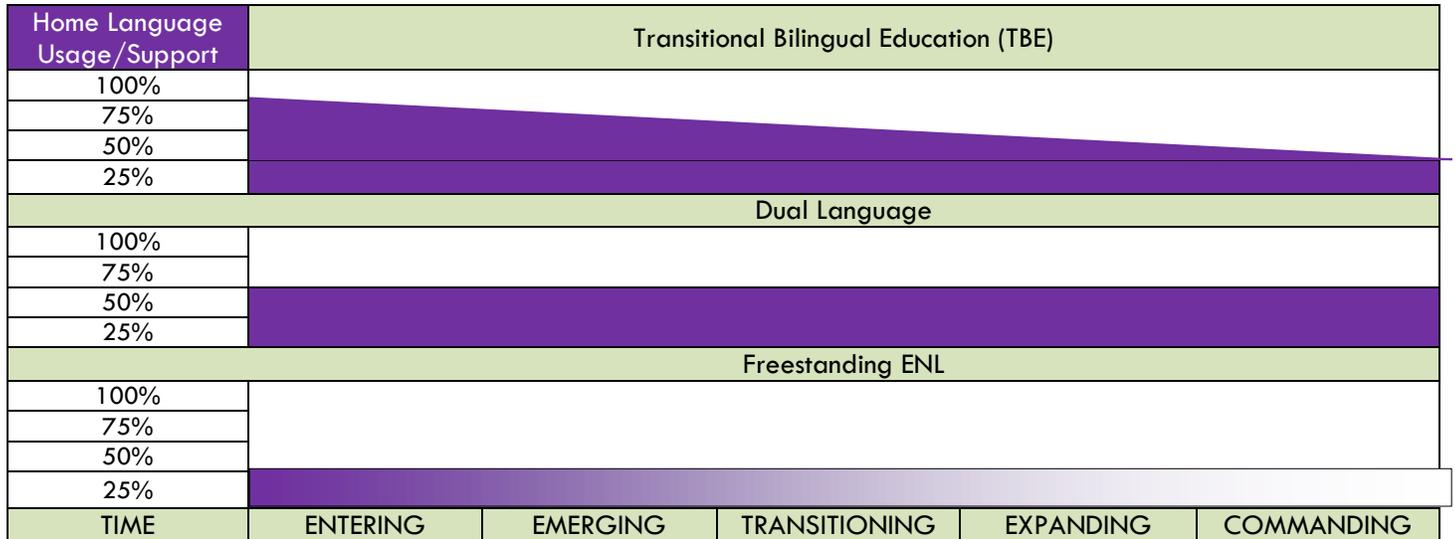


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

Students also participate in a Saturday Language Academy. These students are new to the country and participate in language acquisition activities as well as use Imagine Learn, a computer based intervention to support students in learning the English language.

11. 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 that are eager to participate in their learning. The newcomers are feeling safe and confident in the newcomers class and are engaged in the four modalities of learning.
12. What new programs or improvements will be considered for the upcoming school year?
- With the new progressions, we are hoping to target students more specifically by need and current status. As we review data we will be able to better assess where our program design needs to be improved and changed. We will also use Words Their Way and include this in daily instruction to support phonic awareness and word acquisition.
13. What programs/services for ELLs will be discontinued and why?
- N/A - to be determined after assessing the changes we made this year.
14. 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,
15. What instructional materials, including technology, are used to support ELLs? Include core 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. Students will be using Teacher's College Writing this year to support their learning and develop positive writing habits. In Math, students are using Connected Math. Independent reading materials are afforded in English as well as in their home language to support their home language. Textbooks in Science, Social Studies and Math are used as resources and are available in both English and Spanish. Teachers use resources to support our other than Spanish speaking ELL's in their classroom to support student learning.
- 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- TBE home language supports begin at 75% and there is a gradual release as the school year progresses. Free standing ESL students receive home language support 25% of the time throughout the course of the school year. We do not have a Dual Language Program so this is not applicable. Resources and textbooks are available in students home language in content areas as well as independent reading.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Using assessment data from the NYSESLAT and NYSISTEL, students are assigned required services for their age and grade level. We use a push-in and pull-out model as well as have additional support in classrooms where the teacher is not a certified ESL teacher. Materials and resources are age appropriate because curriculum and instruction is modified to meet the needs of the students. Students use high interest, low level materials when necessary to support their learning.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ENL 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 how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 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 and Teacher's College Writing 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. Teachers in the content area receive professional development around SIOP (Sheltered Instruction Observation Protocol), Strategies to Support Our ELL's as readers and writers, Planning with Content and Linguistic Objectives in Mind, and Engagement in the ELL Classroom, to name a few. Using data teachers are able to determine next steps, strengths and weaknesses and how to effectively meet the needs of their students. Teachers who participate in outside professional learning turnkey their learning to maximize on their learning and build capacity within their departments. We have an ESL consultant who comes in twice a week and supports the teachers in planning, instruction and the classroom environment. The consultant supports the teachers through visitations, modeling, individual conferences and planning sessions and team meetings. All other personnel are involved in our monthly professional development sessions and involved in the reading initiative within the school. Educational assistants are training in our computer based programs and the 100 Book Challenge to support students language acquisition and academic growth.
 2. Professional Development for teachers of ELL's includes weekly team planning meetings by grade and content, along with ELL teachers meeting weekly for ELA instruction. At these weekly meetings, teachers meet to discuss planning, delivery of instruction, data analysis and how to integrate ESL strategies into their planning and instruction. Teachers analyze data and formulate next steps based on data from formative and summative assessments, reading assessments, and conferencing notes. Teachers use the Common Core Learning Standards to design, assess and evaluate instruction, assessments and student learning.
 3. To support our teachers of ELL's in supporting our ELL's in transitioning to middle school a series of assessments are used to assess student entry points and help determine teachers' instruction. The use of these assessments helps teachers begin to understand student needs and support students in understanding their learning needs. We create small learning communities within the school and have monthly pod meetings to discuss goals and the vision of the school. We also discuss the expectations of the school and share steps to help them acclimate to the school environment. The small learning communities support the "family" feeling and all teachers are introduced as support systems. For families, we hold Meet and Greets in September to support parental involvement and share our goals for the school year. At these Meet and Greets, families and their children are introduced to their children's teachers, and share instructional expectations and goals. We also have support staff available, a bilingual guidance counselor, PBIS coaches, and a Wellness Center to support the social emotional needs of the incoming middle school students.
 4. At The Angelo Patri School we provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Agendas are maintained for all professional development activities and common planning meetings to accurately ensure the mandated hours of professional development has been provided. With the support of a consultant, teachers of ENL students will have professional development on the teaching our ELL students. Teachers will have the opportunity to have professional learning in vocabulary development, SIOP, ESL strategies to develop language acquisition to name a few. Teachers of ELL students will also participate in common planning around strategies for instruction, planning, book study around research based strategies and data analysis to support teaching and planning. Agendas will be kept of all professional learning activities.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In the 2015-2016 school year we will be calendaring specific dates and times for parents to come in and meet with ENL teachers to share data, assessment results and language proficiency to support their growth as learners. Teacher teams will meet with parents to support this process. When needed translation and interpretation provisions will be put in place using the DOE services and this will be arranged through our Parent Coordinator and Community Liaison.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Records for annual individual meetings with ELL parents as well as outreach are kept in a central location with our ELL coordinator. Copies are also kept in the main office to ensure all stakeholders have access to the documents. Logs are kept of parent phone calls and letters are kept with the Parent Coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement includes but is not limited to monthly workshops on curriculum and instruction, expectations for our learners, a Language Academy for Parents to teach English. The parent coordinator establishes the focus of the workshops with the support of administration and the Community Engagement Team. She works closely with content area teachers to design workshops that include learning for parents to support their children at home.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We will be including CBOs in our planning and provisions of workshops for parents of our ELL students. This will include resume writing, interviewing skills, communicating with their child's teachers to name a few.

5. How do you evaluate the needs of the parents?

To evaluate the needs of our parents, surveys are sent out in the beginning of the school year to determine their needs and wants. We then cull the data to determine what workshops we are going to provide to the parents of our ELL students. The parent coordinator and the Title 1 Representative send out surveys about the needs of our families and then together they determine what the needs are of our families. Surveys ask parents what they are interested in, what they are interested in learning and what skills and strategies they want to learn to support their children at home with their academic.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of our parents because we support their needs and identify the key stakeholders in the school and community who can supply the resources and knowledge to further support our parents in supporting their children both academically and social-emotionally. Title 1 surveys are used to determine the needs of families. Along with this, we include the use of exit tickets at the conclusion of workshops, family meetings and workshops to guide our planning to ensure family needs are met.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name: **Angelo Patri Middle School**

School DBN: **10X391**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Graciela Abadia	Principal		1/1/01
Beth Shimkin	Assistant Principal		1/1/01
Stacy Torres	Parent Coordinator		1/1/01
Silvia Thurn	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Heather Rohan	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Melodie Mashiel	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Ron Saltz	Other <u>Replication</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10X391** School Name: **Angelo Patri Middle School; MS 391**
Superintendent: **Melodie Mashiel**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

All students complete blue emergency card forms which require parents to inform the school about their translation needs. ELL Parents or newcomers are also administered the home language survey and have an 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. Along with this, we use the ATS report (RAPL) that specifies the preferred language of parent, ATS report UPPG which delineates the language parents prefer both orally and in writing, parent surveys and teacher surveys by grade and class which we later use to create a spreadsheet of preferred languages for families by grade and class.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents preferred languages for both written and oral communication, other than English, include Spanish, Albanian, Urdu, French, Tve, and Arabic.T

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents The Angelo Patri Middle School disseminates yearly include but are not limited to monthly calendars of school wide events, grade level newsletters, communications from the principal, handbooks, and letters regarding critical meetings and workshops. Documents that need translation are sent to the Translation and Interpretation Unit at least two weeks prior to dissemination to ensure timely return on critical information.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to face meetings include Curriculum Night in late September, Parent Teacher Conferences in November, February and May, monthly workshops (usually the second Monday of the month) PTA meetings (second Wednesday of the month), and grade level celebrations at the end of our units of study. Teacher meeting with parents occur throughout the course of the school year to discuss student academic and social-emotional concerns. These meetings occur every Tuesday during parental engagement time with teachers and the parent coordinator. The attendance teacher and members of the attendance team contact families daily when students are absent and if there is excessive absence, meetings are held at the school. The guidance counselor has articulation meetings throughout the months of September and October to support our students in preparation for applying to high school.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school based language access plan will be used to inform translation needs. Documents will be translated through the Translation and Interpretation Unit at the DOE, outside vendors as well as by in-house school staff. Documents that need translation will be sent to the Translation and Interpretation Unit at least two weeks in advance to ensure timely delivery of documents. Also, on the DOE website, several documents, such as calendars, DOE notices, holiday reminders and other templates are available for our use to keep our families abreast of events, information and important dates, to name a few..

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretations needs will be met through school staff, over the phone interpreters via the Translation and Interpretation Unit, and outside vendors will provide interpretation when needed.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff will be trained on the use of translation services and over the phone interpretation services through the DOE provided resources (The Language Access Handbook for Schools) and through professional learning. Staff will be informed of the procedures to request translation services and over the phone interpretation services. These services will be requested through the staff's immediate supervisor as well as the Parent Coordinator. Staff will be trained in how to work with interpreters and the translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school will ensure that 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 for the DOE website in our families' primary language. We will support our parents with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services and the Expert Success Guide outlining language services provided by the DOE.

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 families of our school community with any and all information regarding the availability of interpretation services in their home language.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Mechanism will be put in place to gather feedback from parents which will include parent surveys to assess their satisfaction in services provided, as well as any additional services needed so we can improve our practice. We will create a focus group to inform our practice around the quality and availability of services to drive our improvement of best practices. This group will include parents of all cultures and languages representative of our school population. This group will provide feedback to continue our plan towards improved services.