



MIDDLE SCHOOL 391: THE ANGELO PATRI COMPLEX

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (10/ BRONX/ 10BX391)

ADDRESS: 2225 WEBSTER AVENUE, BRONX, N.Y. 10457

TELEPHONE: 718-584-0980

FAX: 718-584-1358

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 391 **SCHOOL NAME:** Angelo Patri Middle School

DISTRICT: Ten **SSO NAME/NETWORK #:** Fordham University

SCHOOL ADDRESS: 2225 Webster Avenue

SCHOOL TELEPHONE: (718) 584-1295 **FAX:** (718) 584-1358

SCHOOL CONTACT PERSON: Beth Shimkin **EMAIL ADDRESS:** Bshimki@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Beth Shimkin

PRINCIPAL

Pedro Santana

UFT CHAPTER LEADER

Lorraine Herman

**PARENTS' ASSOCIATION
PRESIDENT**

Sally Vega

STUDENT REPRESENTATIVE
(Required for high schools)

Sonia Menendez

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Pedro Santana	*Principal or Designee	
Lori Herman	*UFT Chapter Chairperson or Designee	
Sally Vega	*PA/PTA President or Designated Co-President	
Lisa Liriano	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Julisa Fernandez	DC 37 Representative, if applicable	
Elba Tavaréz	<i>Parent Representative</i>	
Sandra Thomas	Parent Representative	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

School Vision and Mission

We are a diverse, collaborative school dedicated to creating a community of life-long learners through challenging and meaningful experiences that promote the achievement of high standards and academic excellence. By providing opportunities for students in an environment that is child-centered, nurturing and flexible, we will meet the academic, social and emotional needs of our students. Creating small academies fosters individualized instruction and a sense of family and belonging.

Through the development of higher order thinking skills and the focus on the school-to-work connection we are empowering our students to make a commitment to excellence, face life's challenges and become leaders in today's global community.

Contextual Information About the School's Community and its Unique/Important Characteristics

Angelo Patri Middle School 391 opened in the fall of 1999 with 27 sixth grade students and a clear sense of purpose to increase student achievement and build a unique community on a foundation of common core values. MS 391 maximized the opportunity offered by serving a smaller student population and established a culture that was truly supportive of individual student needs. Students have already demonstrated academic growth and exhibit a strong attachment to and involvement in their community. Most of our teachers have taught less than five years and some are in the process of obtaining permanent certification. Most teachers are teaching in the subject areas of their license.

The Angelo Patri Middle School 391, is located in a high-poverty area in the Fordham-Tremont section of the Bronx.

The three academies support the goal of creating small learning communities under the supervision of our assistant principals to encourage teaming amongst teachers, create family and acknowledge the importance of all staff members knowing their students.

This is our third year together as a leadership team. Together as a team it has been very important for us to create an environment of collective decision making and participation. Our team spends countless hours discussing the whole middle school child, academically and developmentally, to increase our students' achievement. We have created an environment of safe spaces where the Angelo Patri community members can share, reflect, and promote positive learning experiences for all members.

School Environment

Many exciting things have occurred since we have become a team. We had our grand opening of the school library which was designed and created with the idea of what a space should be that is conducive to reading. The design of the school building allows us to capitalize on celebrating and embracing the middle school child. Our hallways and open spaces allow for comfortable spaces for students to do work. We also have many

exhibits on permanent display throughout the school. As a result of our collaboration with Keep A Child Alive, our open spaces have been converted into mini-museums. Each floor is dedicated to an aspect of life in Africa.

Plasma monitors are placed strategically throughout the school building to display student work, honor special student achievements and celebrate school wide events. We also have a full working technology lab along with laptop carts for our students. The technology lab and laptop carts support our assessment of students through the use of Scantron and Acuity. In addition, they serve to familiarize our students with the modern tools that they need to increase their academic achievement and technological savvy.

In recognition of the middle school student, we have created many programs to meet the emotional and academic needs of our students. We have Turnaround for Children, which provides a full time clinical social worker and three clinical interns that help to build the basic infra-structure that we need to support our students' emotional/social needs. Working with us three days a week is a clinical social worker from Astor Guidance Center and this year we established that office space as a satellite of the Astor Guidance Center. Working in conjunction with those two agencies and the school we have FRIENDS, which provides crisis intervention and case management to families in their own homes. The staff includes social workers and parent advocates.

To ensure that we are addressing the needs of the whole child we have a fulltime attendance and counseling program with the Committee for Hispanic Children and Families. Our extended day programs are run through PHIPPS and the SCAN program. These programs provide homework help, tutoring, sports activities, media and video programs, and fashion design.

We have become a community service school in that we have participated in several school wide events emphasizing to our students the power of giving. We have held school wide events in conjunction with Children for Children, a non-profit organization with its theme of community service, which supplies materials for the students to create projects for donation. School wide events included the Inauguration, Keep a Child Alive with the Alicia Keyes Foundation, Random Acts of Kindness, Black History Month which included storytellers, drummers, and Hispanic Heritage Month with a school created museum. Each of these events culminated with school wide community projects that were later delivered to community based organizations.

Professional development is coordinated by the Leadership Team, which includes the Principal, Assistant Principals, Literacy and Mathematics Coaches and core content area teachers. Our professional development continues to be driven by the needs of our students. Through informal and formal assessments, walkthroughs, Learning Walks and lab sites the Leadership Team assesses the findings to help determine what supports our teachers need to improve student achievement. As last year, the driving force for professional development will be the analysis of formative and summative assessments to differentiate instruction for our students. The professional development will continue to focus on creating and implementing academically rigorous instruction that incorporates an in-depth look at the standards and the performance indicators. We are also looking further into the goal setting process for our staff and our students. Using the California Standards as our tool, we are studying each of these standards to determine how teachers can improve their practice.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20th edition of “Principals’ Weekly.”)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The Angelo Patri Middle School, Middle School 391				
District:	10	DBN #:	10X391	School BEDS Code #:	321000010391

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<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	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K							87.3	87.8	87.4
Kindergarten									
Grade 1				Student Mobility:					
Grade 2				(% of Enrollment as of June 30)			2006	2007	2008
Grade 3							6%	8%	3%
Grade 4									
Grade 5				Eligible for Free Lunch:					
Grade 6	262	256	232	(% of Enrollment as of October 31)			2005	2006	2007
Grade 7	301	254	273					77%	84.2%
Grade 8	296	283	247						
Grade 9				Students in Temporary Housing:					
Grade 10				(Total Number as of June 30)			2006	2007	2008
Grade 11							17	21	18
Grade 12									
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary	1	2	3	(Total Number as of October 31)			2006	2007	2008
Total	860	795	755				44	46	37
Special Education Enrollment:					Suspensions:				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes	70	83	90						
No. in Collaborative Team Teaching (CTT) Classes	18	17	18	Principal Suspensions			106	5	2
Number all others	46	38	53	Superintendent Suspensions			44	14	2
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	NA	NA	NA
# in Trans. Bilingual Classes	90		94	Early College HS Participants	NA	NA	NA
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	47		58	Number of Staff:			
# ELLs with IEPs			43	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			54
				Number of Administrators and Other Professionals			44
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	12	11	12
	19	15	23				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100	100	96.7
American Indian or Alaska Native	1%	.9%	.7%	Percent more than two years teaching in this school	72.4	70.6	62.3
Black or African American	30.9%	29.3%	27.0%	Percent more than five years teaching anywhere	48.3	54.9	47.5
Hispanic or Latino	65.4%	66.9%	69.8%				
Asian or Native Hawaiian/Other Pacific Isl.	2.0%	2.1%	1.7%	Percent Masters Degree or higher	79.0	80.0	75.0
White	.7%	.8%	.8%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	67.7	67.6	86.3
Multi-racial							
Male	50.5	53.3	51.8				
Female	49.5%	46.7%	48.2%				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	x <input checked="" type="checkbox"/> 2005-06	x <input checked="" type="checkbox"/> 2006-07	x <input checked="" type="checkbox"/> 2007-08	x <input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	Restructuring Yr 1		ELA:		
	Math:	CA		Math:		
	Science:	IGS		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	X	√	X			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	X			
Hispanic or Latino	X	√	X			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White		-	-			
Multiracial						
Other Groups						
Students with Disabilities	X	√	X			
Limited English Proficient	√	√	√			
Economically Disadvantaged	X	√	X			
Student groups making AYP in each subject	2	6	1			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	C	Overall Evaluation:	√
Overall Score	43.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	8.3	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	11.8	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	22.8	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Summary of School Performance Trends *(Include notable strengths as well as critical areas in need of improvement)*

We continue to be a school on the move according to our needs assessment and data analysis. Our Level One's and Two's in both Literacy and Mathematics continue to decrease as our Level Three's and Four's continue to show a steady increase in all grades. Although we still have much to do, we are proud of our accomplishments in the past two years.

We are very proud that our school designed curriculum this year in all content areas using the performance indicators as our guide. The units of study were content specific and grade specific. Using the performance indicators helped us ensure that students were exposed to all strands necessary to succeed. The curriculum design included: units of studies, performance indicators addressed, and unit assessments. Special Education and ELL students also continue to show improvement in Literacy and Mathematics.

Trends easily identified were that our seventh graders showed marked improvement in both the New York State ELA and Math exams. We also recognized that our ELL and our Special Education students continue to show improvement in both exams as well.

The practice of common curriculum, sharing and modeling best practices continues to support improved instruction. Teachers work in teams by grade and by subject to access, interpret and utilize the data from formal and informal assessments for planning, grouping and providing differentiated instruction.

As a school this year, we focused on school environment, curriculum development, technology and data use. We are very proud of the creation of our computer lab and the additional laptop carts that are used for research, assessment and student work. Our students continue to use the computers to research and produce writing projects.

We continue to use the data to drive our instruction and will further explore this next year. Our teachers need to better understand how to use the data to differentiate instruction to support our students in meeting and exceeding standards. As teachers continue to examine and discuss the implications of the data, we will continue to see improvement in our students' progress. Teachers will continue to use the performance indicators to determine mastery and exceeding mastery of skills and strategies based on more consistent assessments throughout all content areas.

Some of our barriers is our students are still struggling with mastery of mathematical concepts as per the New York State Math exam. Our seventh grades showed marked improvement but our sixth and eighth graders are still struggling.

As our result of our Inquiry Team, which focused on 7th grade mathematics, we discovered that our students need both instructional periods of mathematics based on curriculum and modified instruction based on their needs. We are hoping to replicate the model of 6 periods of curriculum/4 periods of modified instruction for the next school year for all of our classes but unfortunately at this time, this depends on funding due to budget cuts. We also uncovered that more consistent attention to the social/emotional needs of our students and the infusion of various activities outside the academics leads to improved learning. Some of the activities the students participated in were the Shakespeare Program at Lincoln Center, NiteStar, the O Ambassador Club and trips. We have discussed our findings with the entire school community and expect all teachers to incorporate additional programs and activities into the curriculum.

Sixth graders used the FOSS program this year and the infusion of the hands-on work invigorated our students as learners. They were involved in various ecological projects that included observation, inquiry and discovery. This will be expanded to throughout the school next year.

Looking at the Progress Report form 2007-2008, our overall score was a C. This was a decrease from last year where we were a B. Student Progress was a C, Student Performance was a D, and School Environment was a B. We continue to move forward with student achievement yet struggle with students receiving a Level 3 or higher. We tend to have a large amount of students in Level 2 in both ELA and Math. The focus for this year is to continue to improve our instruction and teaching to meet the needs of our students reaching academic standards. Through AIS, small group instruction, data driven instruction and differentiated instruction, we foresee students reaching new heights.

Student Progress Measures

ELA

Percentage of students making at least one year of progress: 61.7%

Percentage of students in the school's lowest third making one year of progress: 84%

Average change in student proficiency for Level 1/Level 2 students: 0.19

Average change in student proficiency for Level 3/Level 4 students: -0.15

Math

Percentage of students making at least one year of progress: 45%

Percentage of students in the school's lowest third making one year of progress: 50%

Average change in student proficiency for Level 1/Level 2 students: 0.12

Average change in student proficiency for Level 3/Level 4 students: -0.25

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) *In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section.* (2) *Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.* (3) *When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

A review of the reading and math achievement data indicates that the majority of our students are not meeting standards. Over 70% of our students are performing at Level 1 and Level 2 in both math and reading.

An analysis of the findings from the data collected resulted in the determination of the following priorities:

- To improve student achievement in literacy – all grade levels
- To improve student achievement in mathematics – all grade levels
- To improve student attendance and punctuality
- To improve student achievement in science
- To improve student achievement in social studies
- To improve home-school relationship in support of students' educational and social-emotional needs

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009:</p> <ul style="list-style-type: none"> • 25% of students in Level 1 will move to Level 2, 50% of students in Level 2 will move to Level 3 and 25% of students in Level 3 will move to Level 4 as evidenced by results of the 2009 NYS ELA. • 95% of all students in MS 391 will demonstrate a 15-20 point increase in reading as evidenced by improved scores on the Acuity ITA • 95% of all students will demonstrate 70-80% mastery of reading performance indicators covered in units of study as evidenced by unit exams • 80% of all students will demonstrate 70-80% mastery of writing performance indicators covered in units of study as evidenced by writing samples aligned with NYS standards, mid-line and end-line writing assessments, and work in student • 75% of students will show one grade-level growth in reading as evidenced by year-end SCANTRON results
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All Literacy teachers, administrators and support staff will be responsible to ensure students meet their growth targets by:</p> <ul style="list-style-type: none"> • Identifying student needs through the assessment of student data (summative and formative), and using findings to differentiate instruction • Continuing to deliver school wide, grade wide curriculum that includes standards and performance indicators addressed, lessons, mid-point and unit assessments, and materials for guided reading in a 90 minute Literacy Block encompassing the workshop model • Providing Academic Intervention Services (AIS) to students scoring Level 1 and low Level 2 on the 2008 NYS ELA, including Guided Reading and Wilson Language, to support movement to Level 2 and 3 • Providing enrichment to students scoring Level 3 and Level 4 on the 2008 NYS ELA to ensure they maintain proficiency • Continuing to support the diverse reading needs and interests of students by expanding libraries.

	<ul style="list-style-type: none"> • Incorporating test taking strategies within all content areas, and implementing a test sophistication genre study to support student readiness for the 2009 NYS ELA. • Utilizing the OSEI Benchmarks Action Plan to guide our teachers to improve instruction for Special Education students. • Using OSEI/Benchmarks and Renzulli to determine student learning styles and inform planning for differentiated instruction with Special Education teachers • Using VOICES character education curriculum in the sixth grade literacy classes. • Utilizing partnerships with arts-based programs that incorporate musical, visual and theatrical arts into the curriculum of several classes to enrich student learning and performance indicator mastery. These organizations include: Red Bull, Lincoln Center, NiteStar, Los Cumbancheros • Using VISIONS and ACHIEVE 3000 to support language acquisition for our ELL and TBE students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Contracts for Excellence allocation will be used to reduce class size</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Periodic Assessments(Acuity) as assigned by the Department of Education – given 5 times per year • SCANTRON administered every twelve weeks to monitor student growth and progress • Unit tests given every six weeks to determine mastery of performance indicators • Mid-unit exams to determine mastery of performance indicators and determine how to differentiate instruction by classes and students • Mid-line and end-line writing assessment given February and June, 2009

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009:</p> <ul style="list-style-type: none"> • 50% decrease in the number of all tested students performing at Level 1 on Mathematics Assessments • 50% increase in the number of all tested students performing at or above Level 3 on Mathematics Assessments
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers, support staff and administrators will be responsible to ensure students meet their growth targets by:</p> <ul style="list-style-type: none"> • Providing clear expectations for the importance and maintenance of portfolios in the classroom • Providing practice on specific sample pieces drawn from the teacher developed database and Impact Math specific lessons • Continuing to use the UPSL model for problem solving • Providing Academic Intervention Services included guided math, extended day, after school programs, Saturday program. • Continuing to use the school wide curriculum and assessments to address student needs • All students including special education and ELL's • Utilizing the OSEI Benchmarks Action Plan to guide our teachers to improve instruction for Special Education students. • Using OSEI/Benchmarks to determine student learning styles and inform planning for differentiated instruction with Special Education teachers

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Contracts for Excellence allocation will be used to reduce class size</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student progress will be measured using the following assessments:</p> <ul style="list-style-type: none"> • Rubrics utilized in each unit • Results from the Acuity Periodic Assessments administered five times per year • Grade level reports from SCANTRON administered every twelve weeks • Teacher designed UPSL assessments aligned with NYS Mathematics performance indicators • Unit Assessments and projects aligned with NYS Mathematics performance indicators

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009:</p> <ul style="list-style-type: none"> • 95% of students will perform at or above grade level on the NYS Science test • 75% of students taking the Earth Science Regents will pass • All students will participate in a variety of hands-on science activities (Physical, Life, Earth) aligned with the city and state standards
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers, support staff and administrators will be responsible to ensure students meet their growth targets by:</p> <ul style="list-style-type: none"> • Continuing the double period of lab for a minimum of once a week • Integrating mathematics in science • Continuing/expanding the use of FOSS kits to reach all grades. • Continuing to use non-fiction materials to support literacy through reading and writing • Continuing to plan collaboratively with all teachers • Guiding investigations and inquiry to teach earth, physical, and life science based on performance science standards. • Continuing Earth Science Regents class • Ensuring project-based learning is on-going • Ensuring ELL students receive instruction in English to support language acquisition • Ensuring Special education students receive instruction based on the IEP • Differentiating instruction to meet the needs of ELL and special education students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Contracts for Excellence allocation will be used to reduce class size</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Student progress will be measured using the following assessments: <ul style="list-style-type: none"> • Results of Unit Assessments • Scantron results • Class labs • Rubrics
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SECTION VI: ACTION PLAN

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Subject/Area (where relevant): **Social Studies**

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2009: <ul style="list-style-type: none"> • 50% of our students will show an increase from Level One to Level 2 -4 • 95% of our students will be able to write different types of non-fiction, standards-based pieces that demonstrate understanding of core social studies curriculum
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Teachers, support staff and administrators will be responsible to ensure students meet their growth targets by: <ul style="list-style-type: none"> • Utilizing Core Curriculum performance indicators to drive planning • Continuing to increase the amount of non-fiction materials in libraries • Continuing extensive, focused research using the Internet, books, magazines and other documents • Following a project-based and standards based social studies program using textbooks, primary and secondary source documents • Integrating social studies content with literacy • Using the newspaper as a living textbook • Analyzing Document Based Questions and preparing responses • Instructed ELL students in English to support language acquisition • Adhering to IEP goals to support special education students

	<ul style="list-style-type: none"> • Providing differentiated instruction to meet the needs of ELL and special education students • Requiring oral presentations including debates, discussions, reports, etc. to demonstrate mastery of core curriculum performance indicators • Creating strong partnerships with local museums and history programs
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Contracts for Excellence allocation will be used to reduce class size</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student progress will be measured using the following assessments:</p> <ul style="list-style-type: none"> • Unit tests and assessment • Writing projects graded with rubrics aligned to core curriculum indicators • Informal assessments • Formalized grading policy

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In order to create an open supportive environment for families and to foster an academic alliance between families, students and the school, by June 2009:</p> <ul style="list-style-type: none"> • Parent workshops will have increased by 50%, with families involved in the improved academic success of the students • There will be 25% increase in parent participation in Parent Teacher Conferences and other events related to student social/emotional and academic growth.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order for the school to accelerate the learning of students, parents and the broader community have to be involved in reaching that goal. We will involve parents through:</p> <ul style="list-style-type: none"> • Progress reports sent home on a quarterly basis between report card intervals to inform parents and students of their progress towards proficiency and mastery in identified areas of need. • Regular mass-communication by phone of important events and notifications (Phone Blast) • A new and fully integrated Parent Teacher Association to ensure the presence and participation of parents in the planning and daily activities of the school. • PTA participation in the weekly School Leadership meetings to ensure that the needs and concerns of the families are integrated into all aspects of the school’s direction. • Curriculum workshops for families to provide parents with an understanding of the academic direction of the school and the rigor of the curriculum being implemented in all academic subjects.

	<ul style="list-style-type: none"> • High School articulation afternoon and evening workshops to provide parents with the tools they need to help the students make informed choices about secondary schools. • Involvement with NiteStar, an organization that helps students cope with emotional and social problems, to develop a series of theme based vignettes that will be shared with families after the four weeks of learning with the team. • Outside agencies - Turn Around For Children, Astor Child Guidance Center and F.R.I.E.N.D.S. - to provide counseling and crisis services to our families and students within the school and in the homes of families in need. • Screening through Astor Guidance Center for all our families to help detect and offer services to address the needs that are creating dysfunction and causes roadblocks for our students' academic success. • Committee for Hispanic Children and Families (CHCF) offering support for families by reaching out to students and families who have attendance rates below 85%. • CHCF also providing parent workshops on a range of topics that our families have indicated an interest in attending through surveys and parent outreach. • Supplemental services such as SES and afterschool programs to offer students a combination of tutoring, homework help, sports and multimedia opportunities that can increase their productivity in school and impact their academic achievement. • Our SES providers, PHIPPS and CHCF, who provided an evening recruitment to inform families and reach out to bring more services to our students. • Comp2Kids, to offer families workshops that educate them on the world of computers, learn to navigate the internet so as to get the resources and protect their children from harmful situations, and open their own email accounts providing another means of communication in their lives and with the school. The culminating event of this program is that every family that attends the workshop leaves that day with their own computer.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Grant money from various organizations • Tax levy funds • Parental involvement funds

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- Attendance of Parent Teacher conferences
- Attendance at PTA meetings
- Requests for family support services
- Parental responsiveness to and involvement in school activities
- Improved attendance of students at-risk

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<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	82	97	32	40	27	5	15	0
7	67	54	37	30	32	7	25	90
8	92	86	125	115	31	9	22	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Students involved in the academic services included guided reading, Wilson, and small group instruction. Skills and strategies were taught and reinforced based on their instructional level and performance indicators they were lacking.
Mathematics:	Small group instruction and guided math groups supported the students who lacked in skills. Students used materials that matched their needs according to the performance indicators and strands in the mathematics curriculum.
Science:	Small group instruction for our 8th graders included test sophistication, lab work and completion of their exit projects. Small group instruction for our 6th and 7th graders to include lab work, content area reading
Social Studies:	Small group instruction for our 8th graders included DBQ analysis and review of previous content taught. Students were also supported for their exit projects in groups of 10 to support their understanding and completion of the projects. Small group instruction for our 6th and 7th graders to include additional support on their exit projects, content area reading and special projects
At-risk Services Provided by the Guidance Counselor:	Peer mediation, individual and group counseling supported our student's social and emotional needs. Students also were involved in various CBO's to address behavioral, emotional and academic needs.
At-risk Services Provided by the School Psychologist:	One-one-one counseling for students in crisis Group counseling for students in crisis
At-risk Services Provided by the Social Worker:	Small group and individual counseling was provided to students who had behavioral, emotional and academic concerns. Students were involved in leadership skills, empowerment and grief groups.
At-risk Health-related Services:	CBO worked with students on health related issues such as HIV prevention, safe sex, and issues about self confidence.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

THIS SECTION IS UNDER REVISION BY THE NYSED

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2008-2009) LAP to this CEP.

**Language Allocation Policy
2008-2009**

**The Angelo Patri School
Middle School 391
Region 1
District 10**

Pedro Santana, Principal

Language Allocation Policy Team Composition

Region 1- Middle School 391

Pedro Santana, Principal
Graciela Abadia, Assistant Principal Bilingual/ESL Education
Assistant Principal Science and Mathematics
Craig Pinckney-Lowe, Literacy Coach
Dawn Verhille, Math Coach
Sarah Sosbe, Lead Teacher, Data Specialist
Lisa Liriano, Parent Coordinator
Letitia Laberee, ESL Coordinator
Silvia Thurn, ESL Teacher

The Language Allocation Policy Team at The Angelo Patri School embodies the educational, cultural, and linguistic diversity found within the population of students and staff in our community. ESL and content area teachers, the parental liaison, a data specialist as well as the administration are represented. Demographic, formal and informal assessment and socio-economic data was utilized in the formulation of the following educational plan. The decisions made by this committee carefully balance the complexity of needs of our ELL population with the New York State mandated services guidelines.

Current ELL Instructional Program

Current ELL Instructional Programs are: English as a Second Language (ESL), and Transitional Bilingual Education (TBE). Students in the ESL program receive instruction in English. Units of study for each student are determined by the New York State Commissioner's Regulation Part 154. Students in the beginning and intermediate levels of proficiency receive 90 minutes of ESL instruction daily; students at the advanced level of proficiency receive 45 minutes of instruction daily. The goals of the program are as follows:

- To achieve English language proficiency in three years through data driven instruction, differentiated instruction, and after school programs.
- To incorporate ESL instruction and methodologies into literacy, mathematics and content area components of instruction.
- To aid students in attaining on grade performance levels for the city and state.

Students in the TBE program receive their content area instruction in English and Spanish, and English is taught as a second language. ELLs are expected to build academic skills in their native language and subsequently transfer these skills in the acquisition of the second language. The language of instruction allocated for each student is determined by the English proficiency level of the student. The goals of the TBE program are:

- To attain English proficiency and meet the expectations held for all students regarding the state academic content achievement standards.
- To incorporate ESL strategies and methodologies into literacy, mathematics and all content area subjects.
- To achieve English language proficiency within three years through data driven instruction, differentiated instruction and after school programs.

Students who are considered Long Term ELLs, and who are currently in the TBE classes continue to receive ESL services. In addition, these students are eligible to participate in ESL after school programs as well as receive AIS services in order to enhance their basic skills.

MS 391 has a sixth grade bilingual special education class. These students receive ninety minutes of ESL instruction daily. ELL students in special education classes other than bilingual special education receive services, which utilize Achieve 3000 or Lexia Learning software packages monitored to meet their individual needs. Special education classes consistently use books on tape/cd for literacy development for the ELLs.

Students in TBE classes who reach proficiency in English are transitioned into monolingual classes and continue to receive ESL services for one year after their transition as well as extended time and separate setting for New York State standardized tests.

ESL students, who are in monolingual classrooms, receive extra support in literacy and language development so that they are able to meet grade level standards. The extended day period is utilized for small group instruction of this ELL population.

In addition, students participate in a test sophistication program in order to familiarize themselves with the ELA examination.

The 2008-2009 English as a Second Language / Transitional Bilingual (ESL/TB) Program is organized to service the diverse needs of our students. Based upon the language assessment of the NYSESLAT, Visions, Lab-R and teacher evaluations, students were placed in a basic, intermediate or advanced level classes. Along with the TB classes, ESL classes were block scheduled.

The curriculum was created around the Heinle *Visions* program. This approach to language acquisition infuses all four modalities of listening, speaking, reading and writing into each lesson. The Language Lab provided a venue for small group supplementary instruction utilizing Rosetta Stone, Achieve 3000, Lexia Learning, and Accelerated Reader software as well as access via the internet to numerous interactive language learning tools.

Saturday Test Prep Academy provided additional academic intervention in small groups. The focus of the academy was the preparation of the students for NYS assessments in ELA, Math and NYSESLAT. Students in grade eight also received instruction in Science and Social Studies.

Los Cumbancheros, a performing vocal and percussion group, instructs ELL students in English through music. This group travels to numerous locations to perform in English and Spanish. Their audiences have included Hillary Clinton, Adolfo Currión, and the last seven mayors and school chancellors of New York City. Three eighth grade students are candidates for the Celia Cruz High School of Performing Arts. The students build self esteem while performing in addition to expanding their vocabulary, musical knowledge and have the opportunity to interact in a variety of social situations.

UFT Young People's Academy, a SES provider, offered after school reading and math tutoring for our ELLs. Each student received an individualized learning plan and was placed in a small group of 4-8 students for personal attention. Parents received regular progress reports.

Angelo Patri was the recipient of a New York City ELL Success Incentive Grant. The objective of this funding was to enhance student achievement by strengthening English and Native Language skills, to provide professional development for teachers and to assist with parenting skills and citizenship.

An ESL consultant was hired to work specifically with the ELL Grant students. Achieve 3000 software was purchased in addition to 20 laptop computers and a mobile cart.

To fulfill the component of the development of Native Language arts among our students we started an after school Spanish language enrichment called Mi Familia. In this program students are asked to research their family roots and backgrounds using the internet, books and oral history. This information is compiled and written in Spanish and published in book form. With the assistance of Fordham University, our POS, we are researching different models and materials to enhance our Native Language Arts.

To strengthen the English Language Arts among our second language learners in 2006 we established Las Voces as an after school program. Students read and write poetry and prose in English. The students then perform and produce a multimedia CD of their work

To accommodate our francophone students, for the first time Angelo Patri offered French language courses. In recognition of our emerging francophone population, the morning extended day has provided one on one tutoring with a bilingual (French-English) teacher. Speaking French was encouraged among staff members and students. This was reinforced during the “Keep A Child Alive Day” where school wide students learned about the native countries of our new francophone students. In addition an after school French club has been established. For the NYS Math test French translators were provided for our new Francophone students who demonstrated strong math skills from their native country.

Our TBE classes have English and Spanish books for the content area libraries in each classroom. There is a generous selection of both English and Spanish literature as well as English/Spanish glossaries and pictorial dictionaries which are used regularly by our ELL students.

The French speaking students have at their disposal French/English glossaries and dictionaries. Our library has some French language literature. The librarian is researching age appropriate French language literature and magazines for next year.

To provide the staff with professional development experiences, weekly meetings are held with all ESL/TB teachers. Our teachers have had the opportunity to receive Professional Development for the *Visions* curriculum and its implementation, Achieve 3000, identifying learning disabilities, QTEL introduction, Engrade, and Lexia Learning.

Community Involvement workshops have been held on Parental Responsibilities – Immigration, A Bronx Health Fair, The Legal System, and interactive computer learning class “Helping your Child Do Well on The NYS Math Test.

As a department we have given our ELL students numerous opportunities to expand their vocabulary. Monthly vocabulary competitions amongst the ESL/TB classroom are held. Incentives and rewards are given to the highest scoring class of the month. Also students enhance their vocabulary through experiential learning beyond the classroom. To begin the year we celebrated the accomplishment of our ELLs with a Promotion Ceremony. We had parents and students arrive for a fall breakfast and each student who advanced a level (according to the NYSESLAT) received a certificate. The students who reached proficiency were also recognized with a special gift. In December, our ELLs attended the Holiday Spectacular at Radio City Music Hall. To celebrate the Hispanic heritage of our ELLs an excursion to the Hostos Art and Cultural Centre was taken to experience live Dominican music.

This spring there will be a grade social studies based field trip to Ellis Island to research immigration. Later in May we have an academic family day scheduled to compliment the 7th grade science curriculum. This trip for students and their families will be to Herkimer Diamond Mines for an authentic geological hands-on experience digging for “diamonds”. In addition the Hudson River ecosystem will be explored from the decks of a river boat to compliment the science curriculum.

ELL Demographics

Percentage ELL of School Population

Total Number of Students in School	Total Number of ELLs	Percentage of School Population that are ELLs
755	227	30.06

ELL Student Totals by Program Type

		GRADE 6	GRADE 7	GRADE 8	Total
TBE		41	30	37	108
ESL	Freestanding	22	32	22	76
	Push-In	11	18	14	43
Total		74	80	73	227

Number of Years in ESL

	TBE		ESL		Total	
	SIFE	Sp. Ed.	SIFE	Sp. Ed.	SIFE	Sp. Ed.
ELLs (3 years or less)	26	3	6	4	32	7
	42		16		58	
ELLs (4-6 years)	0	4	0	10	1	14
	18		14		32	
Long Term ELLs (more than 6 years)	0	5	0	11	0	16
	26		42		68	
Total	26	12	6	25	32	37
	106		87		155	

Intake Process- Parental choice

When all new students are registered the parent or guardian completes the Home Language Survey. If deemed appropriate, an interview is conducted in Spanish, French, or via telephone translation to determine the students first language usage in the home and previous educational experiences. The ESL coordinator then verifies if Lab-R testing is necessary for possible ESL/TBE services. The parents then view a video outlining the three options available to them. Following this, the parents have all questions and concerns answered enabling them to make an informed choice in the best interest of their children. The parents complete the parent survey and program selection from. If no selection is made a TBE class is assigned as the default selection.

For parents who choose the Dual Language option, a list of schools in our area who offer this program is made available.

Within 10 days the student is given the LAB test and the LAB-R if Spanish dominant. A letter is sent to the parent/guardian with the placement information.

For parents who are unable to view the video The Angelo Patri School provides open house days for the parents of ELLs to become informed on the options available for their children. In addition to the open house days, parents are individually invited to attend a breakfast meeting to gather more information regarding program choices.

The parent choice survey and program selection forms for the past few years indicate that the parents have requested ESL and TBE programs. Angelo Patri offers both TBE classes and ESL services as requested by parents.

SIFE students are identified at time of registration by means of the interview. Angelo Patri is researching the professional development for ALLD training to identify SIFE students.

Assessment Analysis

Language Proficiency Levels, TBE

	Grade 6	Grade 7	Grade 8	Total
Beginning	22	16	13	51
Intermediate	8	4	14	26
Advanced	6	9	12	27
Total Tested	36	29	39	104

Language Proficiency Levels, Freestanding ESL

	Grade 6	Grade 7	Grade 8	Total
Beginning	2	10	8	20
Intermediate	7	6	13	26
Advanced	9	16	10	35
Total Tested	18	32	31	81

2006 ELA Results for all Tested ELLs

	Level 1	Level 2	Level 3	Level 4	Total
Grade 6	9	36	10		55
Grade 7	7	50	6		63
Grade 8	12	37	10		59
Total	28	123	26		177

2006 Math Results for all Tested ELLs (language of test unknown)

	Level 1	Level 2	Level 3	Level 4	Total
Grade 6	21	26	24	1	71
Grade 7	12	34	19	1	66
Grade 8	23	35	26		84
Total	56	95	69		221

1. The following patterns were noted in a review of the results from the four tested modalities:
 - In grades 6, 7, 8 the highest scores obtained by the students were in the Listening and Speaking components of the NYSESLAT.
2. The implications for Angelo Patri’s LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments such as LAB-R, CTB, Harcourt Interim Assessment, WRAP, DRA, and teacher assessment.
 - In implementing our “Visions” based modified balanced literacy curriculum our emphasis is to provide speaking, reading, writing and listening to enable our students to make marked achievements on the NYSESLAT.
 - We provide academic intervention services (AIS) for those students who show a need, through data analysis, on a daily basis. Specialty teachers push-in to individual classes and work in small groups with students who need improvement.
 - We provide an after school program for ELLs to strengthen their language skills through writing and oratory practice. *Las Voces*, focused on the needs of our students through a highly individualized program. Each of the students used writing, public speaking, audio and video recording and editing to present their works of original poetry and prose.
 - The African Club established a newcomer social situation on which a mentor relationship was established for students of African heritage. This program served as a support system to assist newcomers in adapting to their new school environment. It fostered cultural exchange and language development as each student produced an “All About Me” book highlighting their background. In addition round table discussions took place on various aspects of life in America and at M S 391.
 - We provide a test sophistication program to help prepare students to take the NYSESLAT. Students are provided with materials and activities that help them to familiarize themselves with the NYSESLAT format and subject matter.
 - We provide ESL professional development for all teachers on a formal and informal basis. Individual conferences are frequently scheduled on an as-needed basis. Study groups are held throughout the year to read and discuss various ESL content related books. Technology training and support are provided on an individual basis for all teachers.
 - Bilingual students have the opportunity to participate in *Los Cumbancheros*, a vocal and percussion music program. Its objective is to provide supplemental services to at-risk ELL students to keep them in school. *Los Cumbancheros* teaches students music theory through ESL.

Instructional Program Component for ELLs

1. English as a Second Language (ESL) instruction for all ELLs are required by CR Part 154:
 - Beginner: 360 minutes of ESL instruction per week through content area using ESL methodology.
 - Intermediate: 360 minutes of ESL instruction per week through content area using ESL methodology.
 - Advanced: 180 minutes per week of ESL instruction through content area using ESL methodology.

Students in grades 6-8 are placed into leveled ESL classes for 90 minutes per day. Grouping students by level and not grade allows for intensive language development. This ESL classes use “Visions” ESL program, within a modified balanced literacy framework. The use of this program, as well as elements of the workshop model, provide scaffolded instruction in phonics, word study, grammar, reading strategies, genre studies, shared and interactive writing, and application of the writing process. Implementing these strategies and program components cultivates the development of academic language skills for ELLs. Teachers in these ESL classes also incorporate the ELLIS software program which targets building all four modalities of language.

2. Language Usage Guidelines for TBE (Spanish/English)
 - Beginner: 60%/40%
 - Intermediate: 50%/50%
 - Advanced: 25%/75%

The native language is used in all content areas in the TBE classes. The intention is to build conceptual knowledge and skills in the students’ native language to aid the transfer of these skills into English.

Model Program Description

English as a Second Language(ESL) Program

The mission of the staff, parents, and students of Angelo Patri is to create a structured learning environment, nurturing and flexible in meeting the needs of all students. We will strive to provide meaningful lifelong learning experiences that will enable all students to meet high standards. We offer our ELL students ESL services through a push-in/pull-out model. In this program, the ESL and classroom teachers meet on a regular basis to plan instruction and analyze students’ performance. They determine the specific needs of each ELL from various sources including NYSESLAT, WRAP, DRA, LAB-R, CTB, Harcourt Interim Assessment, and teacher assessment. This team develops an action plan to best implement success strategies for the students. Each of the four ESL modalities are reviewed with various strategies developed to facilitate language acquisition which include scaffolding techniques such as modeling, bridging, contextualization, schema building, text re-presentation and metacognition. Emphasis is placed on vocabulary development as well as utilization of realia, and visual aids.

ESL and bilingual teachers meet weekly to discuss and exchange ideas on how best to implement ESL strategies and methodologies into the language experience. Instructional practices are aligned with the expectations and mandates of the No Child Left Behind Law, New York State ESL Standards and New York City ESL standards.

As per CR Part 154, MS 391’s ESL program is geared to work intensively to ascertain that the ELLs at our school are given meaningful access to a rigorous academic program. Our goals are to insure that each student will achieve language proficiency within three years and exceed requirements as mandated by the State Education Department of New York.

Program Model Description

Transitional Bilingual Education (TBE)

As in the ESL program, the mission of the staff, parents, and students of Angelo Patri is to create a structured learning environment, nurturing and flexible in meeting the needs of all students. We strive to provide meaningful, lifelong learning experiences that will enable all students to meet high standards. We offer our bilingual students standards-based subject matter instruction provided in the student's native language with intensive support in ESL. As ELL's English proficiency increases, so does the amount of time students are taught in English. English proficiency is accelerated through ESL, and ELA. All TBE teachers meet on a regular basis to plan instruction and analyze student performance. They determine the specific needs of each student from state and teacher assessments. This team develops an action plan to best implement successful strategies for the students. This planning includes ESL components to develop skills in understanding speaking, reading, writing, and communication in English and content area instruction in the native language.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL X Both Number of LEP (ELL) Students Served in 2007-08: 230

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS) – CONTINUED

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2007-2008

Form TIII – A (1)(a)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:

The Instructional Program for ELL's include free standing bilingual and ESL classes along with push-in and pull-in for our newcomers. Students in our ESL classes and our Transitional Bilingual classes receive ESL by placement in 1 classes by proficiency levels. Grouping students for ESL instruction allows for intensive language instruction and supports meeting the needs of our students. There are three ESL classes, three bilingual classes and one bilingual special education class. The students in all 10 classes are leveled and travel to their designated classes. The Bilingual/ELL department uses Visions to drive their instruction yet teachers are to modify lessons to meet the needs of their students. The assistant principal and ELL coordinator manage the program planning and management of the department. Through weekly common planning time, our teachers, assistant principal and ELL coordinator meet to assess curriculum, students and use data to analyze the needs of their students. Through this common planning time they are able to come up with strategies and next steps to differentiate instruction to meet student needs. Teachers also assess students' progress through formative and summative assessments to determine if students need to moved from their current leveled group or not. Along with Visions, the ELL department uses Achieve 3000, a computer based program to support student growth in reading and writing. After students are assessed, the work is matched to their current level. Through conferencing and moving through the program the level of reading materials moves along with the students. To assess student learning and determine where additional support is needed, we also use SCANTRON and ACUITY as assessment tools to determine mastery of the performance indicators.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs.

Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

The instructional programs are standards based and we use the performance indicators to design curriculum. The ELL students in the 6th, 7th and 8th grade ESL class are instructed in English, while all of the bilingual class students are instructed in both Spanish and English, prescribed by the NYS guidelines.. All ELL bilingual classes have Spanish language curriculum materials in Social Studies and Science which conform to NY City and NY State standards in these content areas. Portable language lab listening centers are also utilized in instruction. The ELL program also maintains a computer lab equipped with 12 desktop computers installed with Rosetta Stone and ELLIS licenses for use by all students. ELL students also receive periodic Scantron and Acuity assessments in Math, as necessary. Extended day services commence at 8:00AM for 7th grade ELL students and classes are offered for language Arts and Math. An after school program on Tuesdays and Thursdays from 3:15PM to 4:15PM will commence at the end of October for approximately 50 ELL students utilizing the Voyager curriculum materials. Achieve 3000, one of our new computer based programs, is also used as an AIS for our students who needs additional support. Since this program is based on student level, as they master and increase their comprehension they are moved to the next level of instruction.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

We have after school programs and Saturday classes for our ELL's. These programs include Los Cumbancheros, our bilingual/ELL choral and percussion program where our ELL's sing and read music supporting their acquisition of language skills, a Saturday Academy for approximately 100 ELL students to analyze core indicators for ELA and prepare an instructional program to target these indicators, a Saturday Academy for approximately 100 students for a 4 week period to refine and enhance their skills in preparation for the NYSESLAT exam. This program will involve the four modalities of speaking, listening, reading and writing, a Saturday Academy for approximately 80 students for a 3 week period as test preparation for the 8th grade NYS Science. This will be the second year of offering this to our students to build content specific skills as well as reviewing content specific vocabulary and writing styles. It was previously found to improve the achievement of our ELLs science assessments, a after school program for our newcomers called, Mi Familia, where they will create an anthology about their lives and an after school program where students will continue to use Achieve 3000 to improve their reading and writing skills. Many of our students are involved in programs from SES providers. They receive instruction in the first half of the program and then break out into extracurricular activities including: dance, soccer, basketball, educational games and fashion. Some of these SES programs include PHIPPS, SCAN and IEP.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

Parental involvement activities include workshops on how the standards and performance indicators are used to determine mastery, looking closely at data to determine student growth and learning, assessment tools used in the school to determine student learning, using ARIS as a tool to inform parents of student learning to name a few. Parents will also be involved in family trip days. One science trip that is planned is for parents and students to go to Herkimer to excavate and learn about semi precious stones in New York State. There are also community calendars sent out to families encouraging them to attend community events that are cultural and educational.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Weekly common planning with ESL and Bilingual teachers emphasizes how the use of the standards and performance indicators to differentiate instruction. There is also conversation and professional development around learning ESL strategies to incorporate in teaching. Common planning time is used to discuss student performance and evaluate the effectiveness of the program. Teachers also have begun to use Renzulli to assess student learning styles and will begin to explore the Renzulli website to link student learning styles to specific activities. Native Language Arts instruction training is mostly nonexistent except for one recent workshop through the Fordham BETAC which will continue throughout the school year. After school professional development has included a series of training on how to use Achieve 3000, NYSESLAT testing components, using ENGRADE as an online grading system. Several professional development activities were lead by our ELA teacher on goal setting, classroom environment, establishing systems and structures in the classroom, teaching Math to English Language Learners looking closely at language development, and Social Studies Exit Projects for all students., Upcoming professional development activities will include QTEL in the core subject areas along with ESL strategies and methodologies for all content area teachers.

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Support services provided to our ELL students include Committee of Hispanic Families and Children(CHCF) which offers counseling, attendance outreach, academic support and parental outreach programs. They are available as translators when needed. CHCF also takes students on trips that are cultural and educational value to recognize high attendance, improved attendance and to celebrate academic accomplishments. Our school environment encourages and fosters a family environment where developing relationships with the students and family is on the front burner. Students and families alike feel comfortable to enter our school building and get the support they need from the CBO's, staff members and administration.

- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

A Spanish Diagnostic is used to assess student proficiency in their home language as part of our Mi Familia program. Once this diagnostic is completed core content are teachers receive the results to differentiate their instruction based on need and level.

Number of Teachers and Support Personnel for 2007-08

School Building: _The Angelo Patri Middle School 391

District 10

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2006-2007				Number of Teaching Assistants or Paraprofessionals***		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
Angelo Patri School 391	3	5	1	1	1	0	
TOTALS							Grand Total

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)
 Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.
 ** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.
 *** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 ESL

ESL Program Type: X Free-Standing ___ Push-in ___ Pull-out
 Indicate Proficiency Level: X Beginning X Intermediate X Advanced
 (Students are grouped by proficiency level for ESL instruction)

School District: 10

School Building: The Angelo Patri Middle School 391

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:40am To: 9:22am	Subject (Specify) Science	Subject(Specify) Math	Subject (Specify) ESL	Subject (Specify) Social Studies	Subject (Specify) Percussion/Los Cumbancheros
2	From: 9:25am To: 10:07am	Subject (Specify) ESL	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) Math	Subject (Specify) ESL
3	From: 10:10am To: 10:52am	Subject (Specify) ESL	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Math	Subject (Specify) ESL
4	From: 10:55am To: 11:37am	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:40am To: 12:22pm	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Math	Subject (Specify) Physical Education	Subject (Specify) Math
6	From: 12:25pm To: 1:07pm	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Math	Subject (Specify) Heath	Subject (Specify) Math
7	From: 1:10pm To: 1:52pm	Subject (Specify) Social Studies	Subject (Specify) ESL	Subject (Specify) Physical Education	Subject (Specify) ESL	Subject (Specify) Social Studies
8	From: 1:55pm To: 2:37pm	Subject (Specify) Percussion/Los Cumbancheros	Subject (Specify) ESL	Subject (Specify) Social Studies	Subject (Specify) ESL	Subject (Specify) Science

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: X TBE ___ Dual Language
 Indicate Proficiency Level: X Beginning X Intermediate X Advanced
 (Students are grouped by proficiency level for ESL instruction)

School District: 10

School Building: The Angelo Patri Middle School 391

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:40am To: 9:22am	Subject (Specify) Science	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) Health	Subject (Specify) Science
2	From: 9:25am To: 10:07am	Subject (Specify) ESL	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) Social Studies	Subject (Specify) ESL
3	From: 10:10am To: 10:52am	Subject (Specify) ESL	Subject (Specify) Percussion/Los Cumbancheros	Subject (Specify) Physical Education	Subject (Specify) Science	Subject (Specify) ESL
4	From: 10:55am To: 11:37am	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:40am To: 12:22pm	Subject (Specify) math	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Math	Subject (Specify) Math
6	From: 12:25pm To: 1:07pm	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
7	From: 1:10pm To: 1:52pm	Subject (Specify) Percussion/Los Cumbancheros	Subject (Specify) ESL	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) Social Studies
8	From: 1:55pm To: 2:37pm	Subject (Specify) Social Studies	Subject (Specify) ESL	Subject (Specify) Science	Subject (Specify) ESL)	Subject (Specify) Physical Education

Part C: For schools that will receive Title III ELL Supplemental Services for 2008-09:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 6-8 **Number of Students to be Served:** 224 LEP _____ Non-LEP
Number of Teachers 4 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **number of students to be served**
- ✓ **grade level(s)**
- ✓ **language(s) of instruction**
- ✓ **rationale for the selection of program/activities**
- ✓ **times per day/week**
- ✓ **program duration**
- ✓ **service provider and qualifications**

Middle School 391, The Angelo Patri School, is a diverse collaborative school dedicated to creating a community of life-long learners through challenging and meaningful experiences that promote achievement of high standards and academic excellence. Our school is located in an economically depressed, high-poverty area in the Fordham-Tremont area of the Bronx. We are a middle school with approximately 750 students from grades 6 to 8. Within this school population, our English Language Learners (ELL) population breaks down as follows:

	2007	2008
	End of Year	Oct. 30 th
ELL SCHOOL POPULATION BREAKDOWN:		
Transitional Bilingual Class Students:	94	102
ESL Only:	58	87
Special Education Class Students:	43	35
TOTAL:	199	224

As indicated in our CR Part 154 and Title III submissions which are sent as an attachment, our ELL students are serviced through a variety of programs integrated within the General Education programming. There is one Bilingual class for each of our 6th, 7th and 8th grade and for Special Education including one bridge class for 6th /7th grade. Our ESL program structure includes one 6th grade, one 7th grade and one 8th grade homeroom class. We also integrate our General Education teachers with Bilingual Education teachers to offer a differentiated multi-level homogeneous ESL instructional program in a two period block daily in which the students travel from one class (homeroom) to another class (ESL).

The workshop model of instruction along with VISIONS curriculum materials are used for ESL instruction. Based upon newcomer status, some ELL students receive a specialized program, *Los Cumbancheros*, which integrates music theory, percussion and chorus into their method of language acquisition. *Los Cumbancheros* also perform in school activities, as well as, at other educational activities throughout the Bronx. They have received many accolades and have been spotlighted by the local press.

The ELL students in the 6th, 7th and 8th grade ESL class are instructed in English, while all of the bilingual class students are instructed in both Spanish and English, prescribed by the NYS guidelines.. All ELL bilingual classes have Spanish language curriculum materials in Social Studies and Science which conform to NY City and NY State standards in these content areas. Portable language lab listening centers are also utilized in instruction. The ELL program also maintains a computer lab equipped with 12 desktop computers installed with Rosetta Stone and ELLIS licenses for use by all students. ELL students also receive periodic Scantron and Acuity assessments in Math, as necessary. Extended day services commence at 8:00AM for 6th, 7th, and 8th grade ELL students and classes are offered for language Arts and Math. An after school program on Tuesdays and Thursdays from 3:15PM to 4:15PM will commence at the end of October for approximately 50 ELL students utilizing the Voyager curriculum materials. A few of our bilingual teachers were previously trained in QTEL techniques and these have been used effectively in the ESL classroom. OUR PSO partner Fordham University is actively involved in all our activities. Recently, the Fordham BETAC provided training on Native Language Arts instruction for one of our bilingual teachers.

The Committee for Hispanic Children which is housed in our building assists with support services to ELL students with high rates of absenteeism by providing ELL students with incentives to improve their school attendance. Our involvement with the Fordham PSO is also assisting in this sphere of services.

In spite of all of our efforts to provide specific specialized services to our ELL population, our assessment results have demonstrated that we have not been sufficiently successful in improving the achievement of many of our ELL students. Based on the data for this population, we have developed a multi-pronged strategy to alleviate our shortcomings.

Part A: Program:

Data from standardized tests, such as, NYSESLAT and ELA, as well as, recommendations from our Quality Review and Inquiry Team indicate the need to enhance service to ELL students to improve their academic achievement. We are requesting monies to focus on the specific groups of newcomers and ELL students for whom we have requested an extension of services beyond three years. Our proposed program for this grant would consist of the following components:

(i)-An after school program on Mondays from 3:00PM to 5:00PM catering for approximately 20 newcomer ELL students to create and produce an anthology in English language (Las Voces).

(ii)-An after school program on Fridays from 3:00PM to 5:00PM for newcomer ELL students to create and produce an anthology in Spanish Language (Mi Familia).

(iii)-A computer-based web program (Achieve 3000) to assist approximately 22 students in need of extension of services by improving their achievement on standardized tests. This program would be a differentiation of the existing ESL program which utilizes VISIONS. On Thursdays and Fridays during the double ESL block, the additional part time teacher (F Status), would take these ELL extension of services students to the language laboratory, where they would utilize the new Achieve 300 Program on the 22 computers (12 existing desktops and 20 new laptops from this grant).

(iv)-A Saturday Academy for approximately 100 ELL students for a five week period which will analyze core indicators for ELA and prepare an instructional program to target these indicators. This was previously done in Math last year and was found to be successful in improving the Math achievement of the ELL population.

(v.) A Saturday Academy for approximately 120 students for a 4 week period to refine and enhance their skills in preparation for the NYSESLAT exam. This program will involve the four modalities of speaking, listening, reading and writing. Last year we held such an academy and found it helped to improve our ELL students performance on the NYSESLAT. Research based NYSESLAT test prep materials will be used for this academy.

(vi.) A Saturday Family / Student trip oriented around the 7th grade science curriculum. This all day excursion will provide authentic geological hands on experience for our 7th grade students and their families. Participants will be able to dig and retain their findings from a crystal mine in upstate New York. This corresponds with the Science curriculum which examines geological formations and 6th grade curriculum. There will be a 6th grade boat trip, which is an ecological adventure.

(vii.) A Saturday Academy for approximately 80 students for a 2 week period as test preparation for the 8th grade NYS Science. This will be the second year of offering this to our students to build content specific skills as well as reviewing content specific vocabulary and writing styles. It was previously found to improve the achievement of our ELLs science assessments.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Our educational community at MS 391 strives to develop capacity and leadership in a variety of ways. Our existing leadership team consists of some 15 to 20 teachers, and includes Assistant Principals, Teachers, Counselors, Coaches and participants of cooperating non-profits. This team meets with the principal at 7:30 AM daily to organize daily activities and plan for future ones. Participation is open to the entire school community and is voluntary and non-remunerative. From this group, a variety of subcommittees have been formed: Technology, Inquiry Team, Assistant Principals Meetings, Academy Meetings, and Content Area Meetings in which there is a specific weekly meeting on Thursdays during 5th period lunch for all ESL teachers. As previously indicated, a few of these teachers have already received some QTEL training but many have not. Native Language Arts instruction training is mostly nonexistent except for one recent workshop through the Fordham BETAC. Professional development for the entire staff has been provided in- house this year by the Lead ELA Teacher daily, during the months of September and October, prior to the commencement of the extended day program.

Through this grant we will continue to develop capacity, leadership and sustainability in our school by providing QTEL training in Building the Base for an additional two teachers. These along with the first three who

were trained will provide a sampling of QTEL activities to the staff during a future general professional development activity. Additionally, ten bilingual, ESL and General Education teachers will be involved in weekly capacity building meeting and workshops to develop, enhance and sharpen their practice and teaching skills.

Table 1. Office of ELLs Interventions (for more information these programs, visit http://schools.nyc.gov/Academics/ELL/ProgramsServices)
Achieve 3000
Award Reading English
Destination Math
Imagine Learning
Reading Instructional Goals for Older Readers (RIGOR)

Part B: Professional Development and/or Teacher Quality

Describe the professional development that will take place at the school and in collaboration with professional development providers to build the capacity of the school to work with the target population.

Include those professional development options available from the Office of ELLs (Table 1) in which your school will participate. Provide a list of topics, professional texts, meeting times, number of participants and other relevant information. Limit your description to one typed page.

Table 1. Professional Development Available from the Office of ELLs in 2008-
Science Institute Quality Teaching for English Learners (QTEL) Five Day Institutes (Building the Base, ELA, Beginning ESL, Math, Reading, and Writing), Spanish and Leadership LAP and Looking at Student Work Institute QTEL Curriculum Enhancement Institute

ELL Writing Institute (5 days)
Closing the Achievement GAP- SIFE/Long-term ELL Institute (4 days)
MAPPS

Part B: Professional Development and/or Teacher Quality:

Our educational community at MS 391 strives to develop capacity and leadership in a variety of ways. Our existing leadership team of some 15 to 20 individuals consists of a variety of team members from assistant principals to teachers to counselors to coaches and participants of cooperating non-profits and the principal who meet at 7:30 AM daily to organize daily activities and anticipate future ones. Participation is open to the entire school community and is voluntary and non-remunerative. From this group, a variety of subcommittees have been formed: Technology, Inquiry Team, Assistant Principals Meetings, Academy Meetings, and Content Area Meetings in which there is a specific weekly meeting on Thursdays during 5th period lunch for all ESL teachers. As previously indicated, a few of these teachers have already received some QTEL training but many have not. Native Language Arts instruction training is mostly nonexistent except for one recent workshop through the Fordham BETAC. Professional development for the entire staff has been provided in house this year by the Lead ELA Teacher daily during September and October prior to the commencement of the extended day program.

Through this grant we will continue to develop capacity, leadership and sustainability in our school by providing QTEL training in Building the Base for an additional two teachers. These along with the first three who were trained will provide a sampling of QTEL activities to the staff during a future general professional development activity. Additionally, ten bilingual, ESL and general education teachers will be involved in weekly capacity building meeting and professional development workshops, to develop, enhance and sharpen their practice and teaching skills.

Staffing:

Last, First Name	Title			Relevant Professional Development
Abadia, Graciela	AP			Math for ELLs
Madho, Vic	Resource Room Teacher			Strategies for NYESLAT; Achieve 3000
Sanchez, Adda	Bilingual Teacher			Achieve 3000, ENGRADE, Acuity
De Los Santos, Carolina				QTEL - Math
Rosario, JoyceAnn	Bilingual Teacher			QTEL – Building the Base and Beginning ESL
Dominguez, Christina	ESL Teacher			QTEL – Building the Base
Gardner, Jeanette	F-Status Teacher			Achieve 3000
Thurn, Silvia	ESL Teacher			Achieve 3000
Aponte, Gloria	ESL Teacher			Achieve 3000
Adogwa, Theresa	7 th grade Teacher			Achieve 3000
Baez, Raquel	ESL Teacher			Achieve 3000

Activities:

1. Twenty (20) Newcomer students will receive the *Las Voces* and *Mi Familia* Programs after school Programs for one afternoon per week for two hours per session for a period of 20 weeks.
2. Extended ELL Students will receive Achieve 3000 classes for 4 periods per week.
3. Coordination of activities with the Hispanic Committee for Children to ensure student participation in programmatic activities.
4. Extension of *Los Cumbancheros* program for some Newcomers on Mondays for 20 weeks after school. Some returning High School students will be integrated into the formal formation of a choir and percussion group.

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
NYSELAT and Science Saturday Programs (8 Teachers, 4 hrs a day/4 Sat @\$49.73/hr) (1 Administrator, 4hrs a day/4 Sat@\$51.34/hr) (8 Teachers, 4 hrs a day/2 Sat@\$49.73/hr) (1 Administrator, 4 hrs a day/2 Sat@\$51.34/hr)	\$10,780.32	These programs will prepare students for the NYSELAT exam.
Purchased services such as curriculum and staff development contracts	0	
Textbooks for NYSELAT and Science Saturday Programs	\$977.18	These textbooks will supplement the two Saturday programs.
Herkimer Science Family Trip	\$7,074.80	This trip corresponds with the Science curriculum
Supplies	\$2,820	Supplies to supplement programs
Curriculum & Staff Development	\$4,231	
TOTAL	\$25,884	

This entire section must be completed for each budget submitted.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

The major findings of our school's written and oral interpretation needs include the need for information in several dialects of African countries, Korean, Vietnamese, Spanish and French. Staff members were informed of the different languages that exist within our school community through grade level meetings, after school staff conferences and academy meetings.

Part B: Strategies and Activities

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

The translation services The Angelo Patri School Middle School 391 will provide is to get the necessary documents from the DOE website in the languages that our school provides. Translation and oral interpretation services will be made available by contacting the ISC for support during parent teacher conferences and other formal and informal meetings we have at the school. We will also elicit the support from our Parent Coordination for translation letters in Spanish and teachers who are available to support our efforts as well. We have staff members who are fluent in French and some of the dialects of Africa that we need to communicate with our families.

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

The oral interpretation services will be provided by outside contractors as needed along with school staff and the Parent Coordinator. As stated in Part B question 1, we have several members of our school community who can support our efforts in oral translation in French, Spanish, Urdu and other African dialects.

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

The Angelo Patri Middle School 391 will fulfill Section VII of Chancellor Regulations A-663 regarding parent notification for translation and interpretation services by using the ISC and the DOE website to obtain documents for families and students in their primary language. We will supply parents with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The Bill of Parent Rights and Responsibilities will be available in the primary languages of our families. This document will be assessed through the DOE website.

Important documents regarding Parent Teacher Conferences will be available for parents in their primary language and when needed translators will be available to support parents in the process of meeting with their child's teachers.

At the Angelo Patri Middle School 391, documents will be available for parents in their primary language to support their integration into our school and to open the doors for our parents regarding the needs of their children. Through the use of the Department of Education's website, we will inform parents of the documents that are available while having documents on hand that will support their understanding of the requirements and regulations. Parents will be informed of interpretation and translation services available and how to access such services.

We also have signs in each of the languages of our families with information regarding the availability of interpretation services in their home language

Grade Level(s) 6,7,& 8 Number of Students to be Served: 212LEP _____ Non-LEP
Number of Teachers 6 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program¹

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Middle School 391 services our English Language Learner students at all levels of language acquisition by providing bilingual classes, ESL free standing classes and push-in and pull-out ESL classes. ESL students receive instruction based on their proficiency level.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Teachers will continue to receive training in ESL methodologies and how to incorporate these strategies into balanced literacy mathematics. The teachers will also have on-going professional development in visions, test sophistication, ELLIS software, and Jason. Teachers will be given the opportunity to participate in Book Clubs to study current research in language allocation and methodologies to instruct our ELL students.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

¹ Buildings providing Title III services to immigrant students must also complete this form for the immigrant program.

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$21,651	ESL teacher, per session for after school professional development
Purchased services such as curriculum and staff development contracts	\$5,243	ELLIS Software, Visions Program, consultants
Supplies and materials	\$3,495	Consumables
Travel		
Other		
TOTAL	\$30,389	

**Title III Immigrant Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

3. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. Parents complete home language surveys yearly to ensure we have the proper information to ensure family needs are met. Using the DOE website, documents are downloaded to ensure parents receive materials in a timely manner.
4. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We need translations in several dialects of African countries, Korean, Vietnamese, Spanish and French. Staff members were informed of the different languages that exist within our school community through grade level meetings, academy meetings and staff conferences.

Part B: Strategies and Activities

4. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. We will reach out to the DOE website and the ISC for documents and notifications for our families who speak other than English.
5. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. During parent meetings and parent teacher conferences we will reach out to outside contractors, in house staff, and parent volunteers to ensure parents have interpreters as needed.
6. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Angelo Patri Middle School 391 will fulfill Section VII of Chancellor Regulations A-663 regarding parent notification for translation and interpretation services by using the ISC and the DOE website to obtain documents for families and students in their primary language. We will supply parents with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The Bill of Parent Rights and Responsibilities will be available in the primary languages of our families. This document will be assessed through the DOE website.

Important documents regarding Parent Teacher Conferences will be available for parents in their primary language and when needed translators will be available to support parents in the process of meeting with their child's teachers.

At the Angelo Patri Middle School 391, documents will be available for parents in their primary language to support their integration into our school and to open the doors for our parents regarding the needs of their children. Through the use of the Department of Education's website, we will inform parents of the documents that are available while having documents on hand that will support their understanding of the requirements and regulations. Parents will be informed of interpretation and translation services available and how to access such services. We also have signs posted in families primary language informing them of the availability of interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$729,346
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$7,288
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$36,436
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year _____ 94% _____
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year

Teachers will be supported financially to take the required exams and courses to become highly qualified. They will also receive professional development to support them in becoming highly qualified.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the

school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

School wide policy statement addressing the school’s Parent Involvement Policy and Goals.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional growth of all children. The Angelo Patri Middle School 391 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Comp4Kids, Parent Teacher Conferences, Honor Roll celebrations, weekend family outings and other activities throughout the school year..

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

The administration has arranged for the Principal to be available on any morning by appointment as early as 7 am and as late as 5 pm in the evening. The school has set up a phone messaging service for all parents to receive important information about events at our school. This system also sends out messages when students are absent to ensure parents are notified of student absence. All parent teacher conferences have an evening component for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.

Our mechanisms and procedures for informing parents in a timely fashion of meetings, workshops, and other important events available to parents.

In addition to the above-mentioned, we also have a school based website that includes curriculum updates, special events, celebrations and an avenue to communicate with teachers. We have begun using ENGRADE, an online grading system that allows the families to monitor student progress and growth related to their subjects. Administration regularly distributes to every child all bulletins and letters when available to take home to parents.

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

Parents were asked to complete a needs assessment at the beginning of the year. The PTA Executive Board and School Leadership Team members meet with Principal at regular monthly meetings or through phone calls and email if a particular issue arises. After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA President is a mandatory member of the team. The

School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies.

How we will assess the efficacy of our involvement plan.

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns monthly at faculty conferences as well.

How we will involve parents in the development and approval of the School/Parent Compact.

The Compact is developed after consultation with the parents and the administration. A meeting is held at the beginning of the school year to develop the plan. Subsequently, a general Parent Teachers Association meeting is held to elect a new executive board when deemed necessary. The first PTA meeting each year is an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. There is another general meeting and open forum for parents and the parent members of the School Leadership Team are elected.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meeting wherein the parents' voices are heard.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

DRAFT – MAY 12, 2008

School-Parent Compact

<u>School</u>	<u>Parent</u>	<u>Student</u>
<p><u>Middle School 391</u> will:</p> <ol style="list-style-type: none"> 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: school wide curriculum, project based learning, inquiry based learning, small group instruction, after school and Saturday school. 2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: twice a year and as staff sees fit for individual conferences with families. 3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Progress Reports, Engrade Report Cards, and Scantron Results. 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: by appointment, via contact with the Parent Coordinator and via telephone conferences. 5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows as needed. 6. Involve parents in the planning, review, 	<p>We, as parents, will support our children’s learning in the following ways:</p> <ul style="list-style-type: none"> ○ Monitoring attendance. ○ Making sure that homework is completed. ○ Monitoring amount of television their children watch. ○ Volunteering in my child’s classroom. ○ Participating, as appropriate, in decisions relating to my children’s education. ○ Promoting positive use of my child’s extracurricular time. ○ Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. ○ Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups. 	<p>We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:</p> <ul style="list-style-type: none"> ○ Do our homework every day and ask for help when I need to. ○ Read at least 30 minutes every day outside of school time. ○ Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day. ○ Ask teachers for help when we are confused about our assignments or need to speak with them when we are struggling.

<p>and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.</p> <ol style="list-style-type: none">7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency		
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<p>levels students are expected to meet.</p> <p>11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.</p> <p>12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.</p> <p>13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.</p>		
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III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Middle School 391 on May 26, 2007 and will be in effect for the period of 2008 - 2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 6, 2008.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

2. Instruction by highly qualified staff.

We will continue to hire certified teachers in their licensed subject area. Professional development will continue to be a mainstay of the school and teachers will participate in all professional development activities.

3. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. High quality on going professional development occurs school wide and in all content areas. School wide professional development includes but is not inclusive of goal setting using the California Standards for all staff members, goal setting for students, curriculum design and development using standards and performance indicators to guide the work, establishing and effective instruction in the classroom. Teachers, administrators and other staff have participated in DOE professional development, UFT Teacher Center professional development, and AUSSIE consultants work with teachers to improve the quality of teaching and learning. The assistant principal of Science and several teachers are involved in Saturday workshops on investigating the inquiry process in science education. Opportunities that arise during the school year will be evaluated to determine if they are activities that will support students in meeting their academic standards.

The Angelo Patri School Professional Learning Matrix 2008-2009

School Sponsored Workshop/Training

<p>1 – Goal Setting – Parts 1 and 2 2 – Investment – “I Can” 3 – Presenting Content Clearly and Effectively 4 – Assessing Student Progress 5 – Practice Matters 6 – Managing Effective Student Practice 7 – Checking for Understanding 8 – Planning to Meet the Needs of ELLs 9 – Asserting Authority 10 – Analyzing and Responding to Data 11 – Learning Differences and the Brain 12 – PBIS training 13 – Investment – “I Want” 14 – ARIS introduction 15- ARIS updates</p>	<p>16 – Acuity 17 – Scantron 18 – 7th grade Extended morning ELA/Math test prep 19 – ELA Olympics 20 – Math Olympics 21 – Revisiting our Goals 22 – Updating our Data Binders, Portfolios, and Classrooms 23 – Echalk 24 – Children for Children – Service Learning 25 – Voices Character Education Curriculum Development 26 – AUSSIE Consultant Workshops 27 – Engrade Training 28 – Comp 2 Kids 29 – Accelerated Reader 30 - Achieve 3000</p>
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The Angelo Patri School Professional Learning Matrix 2008-2009

Additional School/Outside Organization Sponsored Workshop/Training	
Inquiry Team/Results Now Technology Committee Instructional Technology Leadership Teaching with Historical Fiction Curriculum Planning	<u>UFT Teacher Center Mini-Conferences – F/W 2008</u> Literacy in the Content Areas Differentiated Instruction Instructional Technology Integration Scaffolding Learning to ELLs in the Content Areas Collaborative Team Teaching

4. Strategies to attract high-quality highly qualified teachers to high-need schools.

Participation in job fairs, potential candidates to visit and tour our school, rigorous interview process, model lessons

5. Strategies to increase parental involvement through means such as family literacy services.

To increase parental involvement we will continue to have workshops about curriculum, testing, adolescent issues and concerns about how to help our students achieve. Flyers will be sent home in various languages to encourage participation.

6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

State-run pre-school program, to local elementary school programs;

7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Professional development focusing on how to analyze and use student assessment for teachers planning will continue throughout the school year. Teachers will plan for large group and small group instruction based on the needs of their students. Grade level meetings will be used to discuss student needs and strategies to implement to support academic achievement.

8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students having difficulty mastering the proficient or advanced level of achievement will receive academic intervention services based on their identified needs all content areas will have these services to ensure additional support to our students.

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Materials to support professional development will enhance the reaching of our students. The focus on Academic Rigor and the other Principles of Learning will create a program that is academically rigorous and challenging. We will also focus on the California Standards to improve teacher practice and effectiveness. Title One, Tax Levy, and PCEN funds will support the programs to meet the individual needs of our students. Bilingual/ESL programs, enrichment programs, extended day programs will continue to offer the students the opportunities to move towards meeting city and state standards community based organization that will support our students academically and socially to meet city, state, and schoolwide goals.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

N/A

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: ELA Restructuring Yr.2
Math Corrective Action **SURR² Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school’s findings of the specific academic issues that caused the school to be identified.

ELA	All Students
More leader training	Hispanic
Mobility factor of our students	Students with Disabilities
Closer examination of standards, goal setting without teacher for our kids forward	Economically Disadvantaged

We are in Restructuring Yr. 2 in ELA due to our school not meeting our AYP for our students who are Hispanic, our students with disabilities and our students who are economically disadvantaged. We believe the findings to these results to be that we have not have enough professional development emphasizing the use of the standards and the performance indicators to determine our instruction, goal setting in a consistent format throughout the entire school in each content and goal setting that is realistic for our teachers to meet the needs of their students.. Our teachers need to improve their ability in differentiating instruction using both formative and summative assessments to plan instruction. Our school has a very high mobility rate and as a result many of them have interruption of instruction.

Although we met all our subgroup’s AYP in Math we are in Corrective Action.

Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

² School Under Registration Review (SURR)
DRAFT – MAY 12, 2008

In order to improve student achievement in ELA we have designed curriculum units that are specific to the standards and the performance indicators. We have also added additional AIS teachers to support students who are low performers for small group instruction targeting specific skills and indicators that our students have difficulty mastering. Our ELA and Math department uses SCANTRON every eight weeks to determine reading level and use the data provided to include the specific performance indicators to be taught and mastered. Accelerated Reader is a new program that we are using to assess student comprehension after they have completed their independent reading. The results are used to determine if students are reading “just right” books and how to gear them towards appropriate text. Our common planning meetings are based on data analysis and curriculum development to ensure we are designing and modifying curriculum based on assessment results. Teachers are using formative and summative assessment to plan next steps for their students. We are revisiting the goal setting procedure for our teachers and students to make it consistent throughout the content areas. For our students with learning disabilities we are using Renzulli to tap into their learning styles and design curriculum and tasks to meet their needs. Students in grade 6 and in the Inquiry Class are also using Renzulli as a means to better determine their learning styles. Students who are ELL’s will continue to receive ESL along with computer based instruction that assess their levels and then moves them along the path of mastery. We will use Achieve 3000, ELLIS, Rosetta Stone to support their improved proficiency levels.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2008-09 anticipated Title I allocation = \$729,346; 10% of Title I allocation = \$72,934.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

10 percent of Title 1 funds for professional development will be used with a focus on Math and Literacy due to our NCLB/SED status. As a result of not making significant growth in these two content areas we have designed professional development activities around the use of standards and performance indicators to drive our instruction and planning. We have spent a great deal of time exploring goal setting for our staff using the California Standards. A series of workshops were developed to explore these standards and how they can impact the change needed to improve student learning. Teachers created goals for themselves. We continued the professional development by having them explore how this goal setting process can support student learning and success. Teachers, coaches, and administrators explored the standards and discussed the use of them to differentiate student learning to meet their specific needs in both math and literacy. We also had professional development activities in Science to use FOSS in the classrooms to use inquiry based learning in the classrooms.

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

New teachers will continue to be supported by Regional mentors, graduate school mentors, the UFT mentor program and in school mentors, consultants and work closely with the Literacy and Mathematics coaches. Consultants will be assigned to new teachers for additional support and instruction in the DOE and Regional Literacy and math initiatives. Professional development will continue to have a focus on Academic Rigor and Using Student Data to drive instruction and planning. We will continue to target planning, differentiation of instruction, data driven planning and instruction, interdisciplinary planning and theme based instruction. Principals, Assistant Principals and Coaches will design professional development activities to support our teachers.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Letters will be sent to our parents to inform them of our status translated in languages that meet the needs of our population.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

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within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*³ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

³ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- Continue to utilize a NYS Standards/Performance Indicator-based curriculum for ELA instruction
- The Administrative Team will conduct formal and informal observations of curriculum implementation and teacher practice and present findings to the Leadership Team
- Content area teachers and administration will meet by grade level to discuss findings, and create next steps for improvement and implementation timeline

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Dispels findings

- Curriculum based on grade appropriate state standards and performance indicators
- Project based units of study that support all ELA modalities
- Consistent grade level content meetings to support understanding of standards and performance indicators

Supports findings

- Inconsistent evidence of differentiated instruction
- Inconsistent evidence of use of differentiated materials
- Inconsistent evidence of in-depth work with students

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Increase professional development on differentiated instruction, and in-depth questioning and inquiry
- Refine systems to help teachers access appropriate resources for students

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

- 2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
- The Administrative Team will conduct formal and informal observations of curriculum implementation and teacher practice and present findings to the Leadership Team
 - Content area teachers and administration will meet by grade level to discuss findings, and create next steps for improvement and implementation timeline

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Dispel findings:

- Student engagement has increased since the implementation of project-based units of study
- Units of study based on NYS State standards/performance indicators, using literature from many different genres and at different levels for student accessibility

Support findings:

- Formal and informal observations show heavy teacher reliance on “front room” teaching, but moving toward inquiry/exploration based instruction

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Professional development to support goal setting and differentiation of instruction
- Professional development to support the continued strengthening of balanced literacy
- Support teachers in using materials and resources to meet the needs of all students

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM⁴) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

⁴ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- The ELL Coordinator compiles and distributes pertinent ELL data to teachers
- The Administrative Team will conduct formal and informal observations of curriculum differentiation for ELL and teacher practice and present findings to the Leadership Team
- Content area teachers and administration will meet by grade level to discuss findings, and create next steps for improvement and implementation timeline

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Supports findings:

- Not enough teachers take advantage of PD offerings

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Open QTEL Workshops to ALL staff members
 - Offering in-house professional development during the school day
 - Review procedures for informing teachers of workshops, i.e. distributing flyers, one-to-one conversations
 - Utilizing common planning time to focus on implementing and refining ELL/ESL strategies and methodologies
-

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- The Administrative Team will conduct formal and informal observations of curriculum implementation and teacher practice and present findings to the Leadership Team

- Special Education and Content area teachers and administration will meet by grade level to discuss findings, and create next steps for improvement and implementation timeline

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Supports findings:

- Majority of Special Education teachers have only two to three years experience, and are still in teacher education programs

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Provide in-house professional development on modifying the curriculum to address Special Education students' needs
- ISC providing series of workshops on how to interpret IEPs correctly
- UFTTC Workshops on differentiating instruction for special needs students and collaborative team teaching

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

- The Administrative Team will conduct formal and informal observations of classroom environment and teacher practice in Special Education classrooms and present findings to the Leadership Team
- Special Education and Content area teachers and administration will meet by grade level to discuss findings, and create next steps for improvement and implementation timeline

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Dispels findings:

- IEPs have been distributed to teachers servicing our Special Education population

Supports findings:

- Majority of Special Education teachers have only two to three years experience, and are still in teacher education programs

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Provide in-house professional development on modifying the curriculum to address Special Education students' needs
- ISC providing series of workshops on how to interpret IEPs correctly
- UFTTC Workshops on differentiating instruction for special needs students and collaborative team teaching

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 15, 2008** Email address: **psantana2@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	10x391
School Name	Middle School 391
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 354,877
Principal Name	Pedro Santana
Principal Email	psantana2@schools.nyc.gov
Principal Phone	7185841295

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms	
Reducing teacher-student ratio through team teaching strategies	\$ 85,000

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes
 No

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing classrooms (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
 No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09?

* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14
 C4E Target #2: 8 - Math - Students with Disabilities - 18 - 1 - 17

* If you plan to target more than one special population in a single grade, please fill out a separate row for each subgroup.

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14
 C4E Target #2: 6 - ELA- Students with Disabilities - 16 - 1 -14

* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject area.

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14
 C4E Target #2: 6 - Math - ELLs - 16 - 1 -14

	Targeted Grade	Targeted Subject	Targeted Population	Students per Teacher 2007-08	# Classrooms / Sections Targeted	Projected Students per Teacher 2008-09
C4E Target #1	7	English Language Arts	Students with Low Academic Achievement	32	1	17
C4E Target #2	8	English Language Arts	Students with Low Academic Achievement	32	1	17
C4E Target #3	7	Math	Students with Low Academic Achievement	32	1	17
C4E Target #4	8	Math	Students with Low Academic Achievement	32	1	17
C4E Target #5						
C4E Target #6						

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)	\$ 0
Professional mentoring for beginning teachers and principals	\$ 65,000
Instructional coaches for teachers	\$ 130,000
School leadership coaches for principals	\$ 0

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years of teacher/principal assignment)?

- Yes
- No

Please describe the program.

Full time seasoned teacher will mentor for first and second year teacher in pedagogical and managerial practices to improve teacher practice

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

We will include book clubs for first and second year teachers, we will also have lab sites and intervisitations for teachers to view first hand what effective teaching "looks like".

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for teachers(e.g., appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Please describe the program.

Math and literacy coach designed content specific curriculum to support consistent instruction throughout the school building. This also supported the use and understanding of data to drive instruction and planning.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

We will include Lab Sites, book clubs, professional development that is content based. We will also use the UFT Teacher Center to support teacher growth in curriculum planning and teacher practice

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e.g., appropriately certified school leadership coaches, with records of demonstrated success, providing instructional leadership development across all curriculum areas)?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

How much do you plan to allocate for this program?

Model Programs for ELLs \$ 74,877

Please describe the program.

ESL and Bilingual program is delivered by level rather than by grade, students are grouped in basic, beginner, intermediate, advanced and proficient.

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Additional professional development will be available to expand the teaching methodologies of ESL and Bilingual education. Lab site visits and book clubs will also support the curriculum planning and development. Experiential learning will continue to support the acquisition of language development