CASTLE MIDDLE SCHOOL
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 01M345
ADDRESS: 220 HENRY STREET, NEW YORK NY 10002
TELEPHONE: (212) 227- 0762
FAX: (212) 577- 9785

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 345 **SCHOOL NAME:** C.A.S.T.L.E Middle School

SCHOOL ADDRESS: 220 Henry Street, New York, NY 10002

SCHOOL TELEPHONE: (212) 227 – 0762 **FAX:** (212) 577 – 9785

SCHOOL CONTACT PERSON: Judith De Los Santos-Pena **EMAIL ADDRESS:** jdeloss@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Jessica Rosner
PRINCIPAL:	Judith De Los Santos-Pena
UFT CHAPTER LEADER:	Shirley Vargas
PARENTS' ASSOCIATION PRESIDENT:	Rosalyn Inman
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 01 **SSO NAME:** Children First Network (CFN5)

SSO NETWORK LEADER: Yuet Chu

SUPERINTENDENT: Daniella Phillips

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor's Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Judith De Los Santos-Pena	*Principal or Designee	
Shirley Vargas	*UFT Chapter Chairperson or Designee	
Rosalyn Inman	*PA/PTA President or Designated Co-President	
Rosalyn Inman	Title I Parent Representative *(suggested, for Title I schools)*	
Priscilla Brooks	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools)*	
	CBO Representative, if applicable	
Jessica Rosner	Member/ SLT Co-Chairperson	
Luis Nieves	Member/ SLT Co-Chairperson	
Edwin Torres	Member/ SLT Parent	
Rosa Torres	Member/ SLT Parent	
Denise Duran	Member/ SLT Parent	
Jacqueline Baffoni	Member/ SLT Teacher	
Jarah Magan	Member/ SLT Teacher	

Signatures of the members 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.

* Core (mandatory) SLT members.

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.

The Collaborative Academy of Science Technology & Language Arts began as an extension of PS 110, a top performing and historic school in New York City. A proposal was written, and CASTLE opened its doors as a new school in the fall of 2006. We provide students with a nurturing, challenging middle school environment. Our mission is to support students academically, emotionally, and socially. CASTLE provides individualized attention and a rigorous curriculum. Select students take Regents-level math in 8th grade and Regents-level science in 7th and 8th grades.

We are located in the Corlears Complex. CASTLE occupies the first and second floors. Our teachers and students created this new space to support the DOE's New Schools Initiative. We are committed to serving students from the Lower East Side and supporting their journeys into high school, college, and beyond.

The school uses a substantive range of standardized tests and formal and informal assessments effectively to provide data to reflect the academic and personal development of all students. The school also periodically collects and analyzes assessment data, which is used to inform instructional practices so as to improve student achievement across the disciplines.

We provide a comprehensive curriculum that incorporates ELA, mathematics, social studies, technology, foreign language, chorus, band, physical and health education. In addition, CASTLE has initiated a club program that occurs once per week with the objective of exposing students to different academic, social, and emotional experiences. Our students will graduate as critical thinkers and independent learners ready for a challenging and competitive world.

Special Features

- Regents Algebra and Regents Living Environment
- Classes for a range of placements (SETSS, CTT)
- In-class tutors and student teachers from New York University
- Band and Chorus Programs
- Full vocal and instrumental music programs
- Operation Explore (outdoor science program)
- CASTLE intramural sports teams
- First Tee golf partnership with Chelsea Piers
- Building-wide after school academics and arts programs
- Saturday Preparatory Academy (State test and Regents exam preparation)
- School-wide enrichment clubs
- Our building houses the NASA Lab and Challenger Space Center
- Students have access to laptop computers, Smartboards, and other technological resources

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) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	C.A.S.T.L.E Middle School				
District:	01	**DBN #:**		**School BEDS Code #:**	

DEMOGRAPHICS									
Grades Served in 2008-09:	☐ Pre-K	☐ K	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	X 6	X 7
	X 8	☐ 9	☐ 10	☐ 11	☐ 12	X Ungraded			

Enrollment:			
(As of October 31)	2006-07	2007-08	2008-09
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	92	85	98
Grade 7	96	95	94
Grade 8	93	96	99
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	2	3	1
Total	279	292	254

Special Education Enrollment:			
(As of October 31)	2006-07	2007-08	2008-09
Number in Self-Contained Classes	12	13	20
No. in Collaborative Team Teaching (CTT) Classes	18	26	33
Number all others	2	13	15
These students are included in the enrollment information above.			

Attendance: *% of days students attended*			
(As of June 30)	2006-07	2007-08*	2008-09
	94.9	94	92.4

Student Stability: *% of Enrollment*			
(As of June 30)	2006-07	2007-08	2008-09
	96.4	97.1	90

Poverty Rate: *% of Enrollment*			
(As of October 31)	2006-07	2007-08	2008-09
	60	86.6	53.5

Students in Temporary Housing: *Total Number*			
(As of June 30)	2006-07	2007-08	2008-09
	4	2	0

Recent Immigrants: *Total Number*			
(As of October 31)	2006-07	2007-08	2008-09
	6	0	1

Suspensions: *(OSYD Reporting) – Total Number*			
(As of June 30)	2006-07	2007-08	2008-09
Principal Suspensions	7	56	
Superintendent Suspensions	16	10	

DEMOGRAPHICS

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2006-07	2007-08	2008-09
# in Trans. Bilingual Classes	0	0	0
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	8	6	7
# ELLs with IEPs	0	2	4
These students are included in the General and Special Education enrollment information above.			

Overage Students: *# entering students overage for grade*			
(As of October 31)	2006-07	2007-08	2008-09
	1	0	0

Ethnicity and Gender: % of Enrollment			
(As of October 31)	2006-07	2007-08	2008-09
American Indian or Alaska Native	.7	.7	.7
Black or African American	17.7	17.2	18.5
Hispanic or Latino	57.6	63.8	62.3
Asian or Native Hawaiian/Other Pacific Isl.	20.8	15.4	15.1
White	3.2	2.9	3.4
Multi-racial			
Male	50.9	48.8	50
Female	49.1	51.2	50

Special High School Programs: Total Number			
(As of October 31)	2006-07	2007-08	2008-09
CTE Program Participants	0	0	0
Early College HS Participants	0	0	0

Number of Staff: *Includes all full-time staff*			
(As of October 31)	2006-07	2007-08	2008-09
Number of Teachers	21	24	24
Number of Administrators and Other Professionals	5	6	5
Number of Educational Paraprofessionals	0	3	4

Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09
% fully licensed & permanently assigned to this school	100	100	100
Percent more than two years teaching in this school	0	0	45.8
Percent more than five years teaching anywhere	33.3	37.5	29.2
Percent Masters Degree or higher	90	88	67
Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	93.8	90.4

2008-09 TITLE I STATUS

☐ **Title I Schoolwide Program (SWP)** ☐ **Title I Targeted Assistance** ☐ **Non-Title I**

Years the School Received Title I Part A Funding:	**X 2006-07**	**X 2007-08**	**X 2008-09**	☐ **2009-10**

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes ☐ **No** X **If yes, area(s) of SURR identification:**

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

☐	In Good Standing	☐	Improvement – Year 1	☐	Improvement – Year 2
☐	Corrective Action – Year 1	☐	Corrective Action – Year 2	☐	Restructured – Year ___

** = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.*

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
Individual Subject/Area Ratings	**Elementary/Middle Level**		**Secondary Level**	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	Elementary/Middle Level			**Secondary Level**		
Student Groups	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	X	X	X			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	X	X	-			
Hispanic or Latino	X	X	X			
Asian or Native Hawaiian/Other Pacific Islander	X	X	-			
White	-	-	-			
Multiracial						
Other Groups						
Students with Disabilities	X	X	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	X	X	X			
Student groups making AYP in each subject	6	6	4	0	0	0

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		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY				
Progress Report Results – 2008-09			**Quality Review Results – 2008-09**	
Overall Letter Grade	A		**Overall Evaluation:**	NA
Overall Score	78.5		**Quality Statement Scores:**	NA
Category Scores:			Quality Statement 1: Gather Data	NA
School Environment (Comprises 15% of the Overall Score)	7.9		Quality Statement 2: Plan and Set Goals	NA
School Performance (Comprises 30% of the Overall Score)	20.4		Quality Statement 3: Align Instructional Strategy to Goals	NA
Student Progress (Comprises 55% of the Overall Score)	46.4		Quality Statement 4: Align Capacity Building to Goals	NA
Additional Credit	3.8		Quality Statement 5: Monitor and Revise	NA
Note: Progress Report grades are not yet available for District 75 schools.				

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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?

Performance Trends:

- Based on our school's Progress Report, students are making greater progress in ELA than in Math.
- Based on our school's Progress Report and State Performance Exam, students perform higher in ELA than they do in Math.
- Targeted intervention through inquiry work has shown that low-performing students are more successful when skills are taught directly through differentiated approaches and with ample time to practice independently.

Greatest Accomplishments:

- A comprehensive system for the collection and utilization of student data is in place to set instructional goals for teachers and progress goals for students.
- There is a strong collaborative culture in the school that produces high quality dialogue and reflection among colleagues.
- Each department participates in an inquiry project in order to expose and address areas of student need.
- Grade and department team meetings are programmed into teacher schedules.
- Collaborative planning periods between CTT and General Education teachers occur once per week.
- Expectations are very high and are effectively conveyed to students and their parents which contribute positively to ongoing student performance.

- Students enjoy their classes because they feel challenged by their teachers and well prepared for the next stages in their education.

- Santa Cruz Professional Teaching Standards are used as a framework for teachers' individual growth plans and goal setting.

- The management of all resources is very effective and supports both teachers and students in reaching their goals.

- Monthly Town Hall meetings are held to build community and keep students informed of expectations and goals.

- Relationships within the school are very good, and students feel that they are respected and their opinions valued by their teachers.

- Administrators have a very good understanding of the strengths and needs of instruction and provide differentiated professional development to help staff meet their goals.

- The process of monitoring and review is very strong and allows the leadership to respond quickly to changing needs within the school.

- The principal and leadership have a very clear vision for the school's future in developing lifelong learners which underpins all of their work and planning.

Aids or Barriers to the School's Continued Success:

- The school must further teachers' expertise in the effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction.

- The school needs to develop predictive tracking of students to ensure that they make anticipated annual progress across all three grades.

- The school must enhance the climate of learning within the school by displaying student work in classrooms and in the halls in order to provide exemplar work samples to which students may aspire.

- 70% of teachers have less than 5 years of teaching experience.

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 2009-10 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 improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

1. By June 2010, 50-100 parents will have attended various school functions, events and workshops. After reviewing previous Learning Environment Surveys, we found that CASTLE needs to increase parent involvement and community awareness. As a result, we will increase parent participation and foster a sense of community awareness among students, teachers and families.

2. By March 2010, we will have developed a system for ongoing and effective inquiry work through teacher collaboration in planning, data review and analysis. By March 2010, 90% of teachers will be actively involved in inquiry projects. After reviewing previous CEP, we found that there was a system in place for gathering data; however, the utilization of data to inform instruction needed improvement. As a result, all teachers will be actively involved in inquiry work that centers around analyzing data.

3. By April 2010, 50% of CASTLE students will meet standard in our newly developed school-wide writing rubric. We will meet this goal by systematically increasing both the quality and quantity of student writing with the desired outcome of improving students' writing performance across all curricula. After reviewing September's ELA benchmark assessment, we noticed that students across all grades were lacking in basic written responses to literature. As a result, we selected organization of writing as a springboard to improve student writing.

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 2009-10 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 (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): **All**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2010, 50-100 parents will have attended various school functions, events and workshops. Our goal is to increase and strengthen the sense of community and community awareness through collaboration and communication between parents, students, and staff. 1. CASTLE staff members will facilitate four parent workshops. 2. The principal will host four "Breakfast with the Principal" focus groups consisting of parents and student council members. 3. Monthly town hall meetings with students to address issues and disseminate information to students.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Staff will conduct and facilitate workshops 4x per year to parents. Topics will include: "How to Best Support your Child's Education at Home", "Homework Assistance/Best Practices", "How to Identify At-Risk Behaviors" (November, January, March, May) Breakfast with the principal focus groups will be conducted 4x per year. The purpose of these meetings will be to create a forum for parents and students to discuss school related issues and provide feedback to the principal Event Planning Committee (November, January, March, May)

	Suggestion box will be offered and visible in main office for parent, student, and staff suggestions to provide voice and empowerment in school issues. (by January 2010) Town Hall meetings will take place monthly to disseminate pertinent information to student body. Service/volunteer projects will be conducted by teachers, parents and students (beg. Jan. 2010) A student council will be formed in order to encourage and support student involvement in the educational process. (by November) Curriculum Night will start the dialogue between to involve parents and the teachers (September) Reading and writing school-wide celebrations and publishing parties will occur 3x per year; parents will be invited. (October, February, May) Our school website (castlemiddleschool.net) will be updated monthly to communicate school goals, school activities, events, and workshops. Teachers will post their syllabus on this site (castlemiddleschool.net). Parents will be able To communicate with teachers via this school website. Will create an ARIS Parent Link Media Center to empower parents with timely information about their child's progress in school. (November) Parent coordinator will periodically perform outreach for increased parent involvement in school community. (Fall, Winter, Spring)
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Per session for teachers hosting trainings (ARIS Parent Link Funding) • Permits for the trainings to happen after school • Breakfast • Teachers to facilitate meetings and to host town hall meetings

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	- 50-100 parents will attend various workshops over the course of the school year. - Student and parent representation at focus groups and workshops. - Student council serving as liaison between administration and student body. - Instilled sense of empowerment in parents and students regarding the educational process. - Outside resources/businesses involved in school events. - Student voice and participation in school issues, events, and decisions

Subject/Area (where relevant): _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By March 2010, we will have developed a system for ongoing and effective inquiry work through teacher collaboration in planning, data review and analysis. By March 2010, 90% of teachers will be actively involved in inquiry projects. The system will deliver a clear set of actionable needs around which to drive school-wide decision-making. 90% of teachers will be involved in inquiry projects through their collaboration in department meetings.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Weekly and monthly common planning periods for grade level and department teams will be included in all teacher schedules from the start of the school year. School inquiry team will be formed in October 2009. Teachers will devote one meeting per month to look at student work and other forms of data collaboratively in order to devise action plans that address students' needs. Data binders will be created (by end of November 2009) and maintained by each teacher to track inquiry work

	Teachers will be provided (October 2009) with access to ARIS and Excel spreadsheets with student scores and skill breakdowns to support and drive inquiry work. Teachers will collaboratively devise action plans bi-monthly that focus on individual, class-wide, grade-wide, and school-wide needs Monthly staff meetings will address and brief whole staff on inquiry work. CTT specialist teachers will be utilized to provide additional support and academic interventions. Action plan progress will be monitored and checked for appropriateness and efficacy at department and grade level meetings. Teachers will share inquiry process via googledocs.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Purchase of binders (Title 1) • Periods set aside for meetings • Per session for inquiry team (Inquiry Team Funding) • ARIS training (Inquiry Team Funding)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**Indicators** - Targeted intervention based on data findings through collaboration. - Data binders to serve as assessment tool for collaborative inquiry work. - Student portfolios to track and monitor student performance. - Teacher capacity to use data to inform decision-making and instruction. - Collaboration with planning and academic interventions. - Agendas and sign in sheets to evidence teacher participation/collaboration at inquiry, grade, and department level meetings. - Meeting minutes/notes - Teacher proficiency in the use of ARIS as an informative resource.

Subject/Area (where relevant): **All Subjects**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By April 2010, 50% of CASTLE students will meet standard in our newly developed school-wide writing rubric. We will meet this goal by systematically increasing both the quality and quantity of student writing with the desired outcome of improving students' writing performance across all curricula.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Periodic writing assessments will be administered and evaluated 4x per year to monitor student progress. (September, February, April and June) Writers' notebooks will be implemented in ELA classrooms to track and keep records of student progress. (October) Writing celebrations will occur 4x per year to celebrate and reinforce the importance of writing. (October, February, April, June) Teachers will be encouraged to dedicate classroom time to modeling and presenting best writing practices. (January, March, May) Staff will participate in professional development opportunities and professional readings to deepen skill in writing instruction. (Bi-monthly) Students will be presented with and exposed to multiple writing styles, mediums, and publications. (Monthly) Extended day writing clinics will be implemented to increase student writing proficiency. (September – December) Student writing will be reviewed and analyzed at department/grade level meetings once per month.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Scheduled writing assessments • Purchase writers notebooks (Title 1) • Refreshments for celebration (OTPS) • Trained in modeling (Title 1) • Per session for PD
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	- Observations notes of writing instruction in classrooms - Tracking of student progress via student-teacher conferences and running records - Tracking of student progress in extended day writing clinics - Student portfolios evidencing improvement and proficiency in organization of writing - Benchmark assessments, periodic/on-going assessments, end of year assessment to identify student writing proficiency level at different points of school year. - Unit plans to evidence writing instruction across the curricula

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: *All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM
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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	N/A	N/A				
1	N/A	N/A	N/A	N/A				
2	N/A	N/A	N/A	N/A				
3	N/A	N/A	N/A	N/A				
4	N/A	N/A	N/A	N/A				
5	N/A	N/A	N/A	N/A				
6	24	28	23	20	10	2	3	1
7	25	19	20	20	13	2	4	
8	20	21	30	30	11	2	1	
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:	• Small group instruction during extended day (a.m) • Targeted Skill Intervention to prepare students for State test (Saturday Prep. Academy) • Testing skills/strategies/format for state test • Wilson Reading Program
Mathematics:	• Small group instruction during extended day (a.m) • Targeted Skill Intervention to prepare students for State test (Saturday Prep. Academy) • Testing skills/strategies/format for all city and state tests • Skills Intervention for Middle School Math Program
Science:	• Small group instruction during extended day (a.m) • Science Lab (grades 7-8) to prepare students for the Science state test • Exit Project additional help
Social Studies:	• Small group instruction during extended day (a.m) • Exit Project additional help
At-risk Services Provided by the Guidance Counselor:	• Self-esteem building activities • Responsibility activities • Activities revolving around moral and ethical choices • Self reflection techniques (to improve behavior and academic performance) • Individual and group therapy; psychological services; consultation to parents; crisis intervention; referrals to outside agencies, assessment of students' social behavioral, and academic functioning
At-risk Services Provided by the School Psychologist:	• consultation to parents; crisis intervention; referrals to outside agencies, assessment of students' social behavioral, and academic functioning
At-risk Services Provided by the Social Worker:	• Consultation with parents regarding the psycho-social and educational needs of the students ; referrals to community agencies for additional educational and emotional support of the students; classroom observation to assess academic and behavioral performance; crisis intervention; individual counseling with students

At-risk Health-related Services:	• School medical services and dispensing of medication

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6,7,8 **Number of Students to be Served: 11 LEP _____ Non-LEP**

Number of Teachers 1 **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.) 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.

Introduction

The Collaborative Academy of Science, Technology and Language Arts (CASTLE school) is a middle school comprised of 257 students from grade 6 through grade 8. CASTLE is a school which serves every child in a holistic manner. Our small school setting allows for individualized attention for each student from our staff and faculty. All of our students are provided with a comprehensive curriculum that incorporates humanities, mathematics, social sciences, technology, and foreign language. The student body includes 4% English Language Learners (this totals: 11 students). We currently have 0 SIFE students, and among the 11 ELL students 8 of them are receive Special Education services. All of the ELL population at CASTLE have received between 3-6 years of service. The predominant language group among the population is Spanish. Among the staff there is 1 certified/licensed ESL teacher, and 1 certified/licensed Spanish teacher.

Our goal is to ensure that our ELL population acquires conversational fluency and academic language proficiency. We are committed to serving students from The Lower East Side and supporting their journeys into high school, college, and beyond. Our broader goal is to enhance the achievement of our ELLs in every venture, so they will graduate as critical thinkers and competent researchers ready for a challenging world.

The Language Allocation Policy Team consists of the principal, Judith De Los Santos Pena, Assistant Principal Brian Zager, parent coordinator, Kaira Ramos, Parent Association President, Bernice Garcia, Literacy Coach, Stacey Walsh, ESL teacher, Shirley Vargas and. Delca Ortiz, our guidance counselor and Judy Gruen, our related services provider is also part of the LAP team.

Parent Program Choice

The CASTLE school ensures that parents are made aware of the three program choices for their children by hosting Parent Orientations at the beginning of the school year. The ESL teacher and Parent Coordinator arrange meetings which explain the benefit of choosing a program which best suits their child or children.

Although CASTLE only offers a Freestanding ESL program, we make sure parents are fully aware of the options made available to their children by showing the video, "Orientation Video for Parents of ELLs" and distributing information in their home language. The ESL teacher and other staff members help to communicate with parents in their native language. Parents are given an opportunity to learn and ask questions about our ESL program as well as the other programs available throughout the city. Besides watching the informative video on the three types of programs, parents have an opportunity to read and select an appropriate program of their choice for their children, even if not available at our school. Parents are encouraged to answer honestly what they want for their child or children. The entire process takes place within 10 days of the student's enrollment.

In order to make certain that all Program Selection forms are returned, staff members reach out to parents via telephone and/or email to send reminders for when forms are due. We also hold students responsible such as not getting their lockers right away until all necessary forms are handed in.

After reviewing Parent Surveys and Program Selection forms for the past few years, we recognize a trend in which parents have selected the Freestanding ESL program at our school. Although we only offer the Freestanding ESL program, we encourage parents to choose honestly, since the placement will be what they believe their child will benefit from the most. Our programs offered at our school are aligned with parent requests, as parents request Freestanding ESL. Due to our school size and low parent request, we currently do not offer a Dual Language or Transitional Bilingual program. However, as a school community, we are looking to expand our program option in the near future to be aligned with future requests.

Assessment Analysis

While reviewing the comprehensive data of our English Language Learner population, we determined that there are various trends and patterns across the three grade levels. 63% of our ELLs are Spanish speakers, 18% of our ELLs are Chinese speakers, and 18% of our ELLs are Arabic speakers. 50% of our ELLs are advanced, 40% are intermediate and 10% are beginner.

Our freestanding ESL program has both push-in and pull-out groups, depending on the English proficiency level and the number of ELLs in one particular classroom. For example, Beginners are generally pulled out for more specialized, small-group instruction, along with Intermediate learners. Advanced students generally receive support from the ESL teacher through the push-in model.

Listenting and Speaking

In general, our Beginning ELLs demonstrate overall strength in listening and speaking in English. They can recognize a number of common individual words and learned phrases, in a predictable context and on everyday personal topics. They understand greetings, simple instructions and depend on gestures and other context clues. Students functioning at this level require extensive assistance to make language comprehensible. Their academic vocabulary is limited and they have some difficulty producing correct grammar or syntax. They often use gestures to express meaning or switch to their first language.

At the Intermediate level, our students start to use a range of grammatical structures. Grammar and pronunciation mistakes are frequent but they continuously improve their oral language and communicate comfortably and spontaneously in many situations. They use a variety of vocabulary and are able to incorporate unfamiliar words rather quickly. Their dialogue is fluent and they master grammatical structures. They can be understood by listeners and in case of misunderstandings are able to rephrase their sentence.

Our students at the Advanced level demonstrate fluency in listening and speaking. They make presentations, can switch from BICS (Basic Interpersonal Conversational Skills) to CALPS (Cognitive Academic Language Proficiency Skills), use sophisticated vocabulary and can use greater language resources to analyze and solve problems to make decisions.

Reading and Writing

After careful review of the data, we determined that reading and writing presents various obstacles for our Beginner/Intermediate ELLs. Their ability is limited to decoding and sounding out words. While they have been improving in reading, they are just reaching the point of comprehension. As for writing, they are able to complete sentences but are lacking the ability to create complex sentences with various grammatical structures.

As the students improve and move to the Intermediate level, they understand the purpose, main idea, and details of some shorter academic texts. They read word for word and understand most words and phrases. They are also able to scan shorter academic texts for specific information. They read texts with language that is concrete and factual, with some abstract and technical vocabulary concepts. They are able to effectively convey an idea, opinion, feeling or experience in a simple paragraph, though their writing often shows a lack of control over grammar, vocabulary and spelling.

At the advanced level, they adjust their reading rate according to the content of the text. They grasp main ideas, key words and important details in a wide range of social and academic texts. They are able to understand most unfamiliar vocabulary by using context clues, understand the author's purpose, point of view and understand figurative language. Although they make errors in grammar, spelling, vocabulary or punctuation they can clearly communicate the purpose of their writing.

Each subject teacher is aware of the strengths and needs of our ELL population. Our teachers use a variety of instructional techniques as a matter of course: turn and talk, jigsaw, gallery walks, pair and share, peer editing, cooperative projects, and hands-on projects. Their classrooms immerse students in the material being studied, and, by extension, students are immersed in the dynamics of the English language. Our ELL students are often paired with other students as another support in the classroom.

For our push-in model, the teacher uses readers and writers workshops for intermediate and advanced ELLs. The ESL teacher pushes in and teaches the mini-lesson for Reader's Workshop with scaffolding techniques and frontloading vocabulary. Each teacher plans for both language and content in lesson planning. The ESL teacher and the classroom teacher both meet with guided reading groups or confer individually. Guided reading groups and conferring allows for more specialized instruction. ESL teachers push-in and pull-out for Reader's Workshop for the Intermediate and Advanced students.

In regard to patterns that exist between grade level and proficiency, the 6th graders are between advanced and intermediate levels. What this means for next year's instruction is that the students will be given more difficult texts with the expectation that they will be able to follow along. The students will receive a higher level of NYSESLAT test prep, and there will be less scaffolding of their content area work. In the 7th grade the pattern showed that the students are already labeled advanced and therefore their instruction will remain similar to what they have already been receiving. In 8th grade the pattern is that the majority of the students are leveled as beginners. They will need more scaffolding, pull out sessions, modeling, conferring, and communication of high expectations. The patterns across the four modalities for our ELLs have shown that our instruction has to be differentiated in such a way that the students are using their strengths to improve their other areas of need. If a student is strongest in listening but is struggling with writing, dictations can be one way to facilitate their writing growth. Our ESL and content area teachers use this data to incorporate different strategies to assist with language acquisition such as echoes for peer responses and teacher directions, learning centers in classrooms to further understanding of a particular topic, all geared to support the language process.

Across the four modalities, there is a clear need to expand vocabulary instruction. To support this, we utilize picture vocabulary through the ELL Vocabulary Cards. During read-alouds and shared reading, we frontload vocabulary before the lesson so the students can preview the new words to make them meaningful while reading the new text. The ESL teacher has been focusing on content vocabulary and building student capacity through creating an expanding list of content-specific sight words. She pulls words from content texts, goes over the recognition, pronunciation, and meaning of the words. She then gives the students the document(s) containing the words she first taught separately. She processes these words through the four modalities, focusing on strengths and needs, as listed above.

Upon review of the ELA and Math levels, the data indicates ELL students are not on the same levels as their counterparts. 100% of our 6th grade ELLs are a Level II in the ELA exam, while 50% of our 8th grade ELLs are a Level I and II. Our 7th grade ELLs are all Level II. For the Math exam, 90% of our 6th grade ELLs are a Level II and 10% are a Level III. 50% of our 7th grade ELLs are Level II and III. 90% of our 8th grade ELLs are Level III and 10% are Level I.

We see that our ELLs are performing below students whose native language is English on the ELA exam. Some of the patterns across proficiencies are that the advanced students are improving their level as they move from grade to grade. Our beginner and intermediate students are not making as much progress from year to year when compared to native English speakers. After careful review for their standardized test scores, we see that our ELLs need further support in reading and writing to be fully equipped to take on these tests again this upcoming school year. With hope that our students exam scores will increase because of the style of assistance they will receive, our teachers have not focused on using the students native language for instructional purposes.

Planning for ELLs

Our ELL instruction is delivered in a comprehensive, holistic manner. The organizational model we have in place is a Freestanding ESL program with Push-In and Pull-Out classes. Our ELLs are in monolingual classes that travel together as a group. They have time built in their schedule when they meet with the ESL teacher for their mandated instructional time. One instructional approaches used to make content comprehensible and enrich language development is Content-Based ESL, where the content and academic rigor is the same as for native speakers but there are many scaffolding tasks that take place in order for the student to truly comprehend the text. Another is a grammar-focused method where the text is introduced but there is more of a focus on grammatical structures and syntax.

We assure that our ELLs receive the mandated number of instructional minutes as per CR Part 154, by building that specific time into their schedules. We run on 45 minute periods and our Beginner and Intermediate ELLs have 8 periods (360 minutes) a week with the ESL teacher. Our Advanced students receive 4 periods (180 minutes) of ESL instruction and 4 periods (180 minutes) of ELA instruction a week.

Differentiation for ELL students happens in a number of ways. To begin, those that fit in the subgroup of Special Education ELL students receive further assistance and differentiated lessons by the CTT teacher that is already present in their class. Along with that, all ESL instruction is delivered by using different instructional approaches such as The Natural Approach, Total Physical Response, Total Physical Response Storytelling, Language Experience Approach and the Whole Language Instruction. These different approaches and methods help students understand and learn concepts via unique experiences.

Although we currently do not have any SIFE students, our instructional plan for SIFE students is to get a holistic perspective on the students. After checking if there is any exam history, we would provide the student with an age-appropriate class and provide the ESL services and academic interventions necessary for the student to begin to progress. The parents as well as the LAP team work together to assure that the student is receiving all the support necessary to succeed. Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum.

Our instructional plan for Newcomers takes place after the parents have completed the Home Language Identification Survey (HLIS). We then determine which program the student will be placed in based on parent option. Students will then be grouped based on academic and language proficiency level. We currently offer Freestanding ESL push-in/pull-out classes.

In freestanding ESL, if the child is a Beginner, the child is serviced in smaller pull-out groups with more individualized attention to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. We have specific materials that will support the students' academic needs, utilizing realia, jazz chants, songs, visuals, picture dictionaries and support in their native language to make connections between their home language and English.

We currently do not have any long term ELLs. However, these students need support and some long-term ELLs are deficient in the writing modality on the NYSESLAT and ELA (for those who have taken it). We would use Visions program, an ESL curriculum for upper grades to support content area and writing in all content areas. The ESL teacher also pushes into the upper grades with long-term ELLs to support them in the Balanced Literacy Reading and Writing program. The teacher would also offer individualized support during independent practice. While ESL teachers support the Balanced Literacy block, they also integrate dictionary skill-building, conventions of writing through real-life experiences, group and independent research and other higher-order thinking activities.

ELLs identified with special needs receive ESL services aligned with their IEP. They receive their mandated ESL instructional time if noted on their IEP and are given the same opportunities like the rest of the student body.

All of our ELLs are given NYSESLAT Test Preparation during our Extended Time Program from 3:00pm-3:38pm, Monday through Thursday. This helps familiarize them with the exam and they have an opportunity to ask specific questions about the test. We also do practice problems and focus on building academic language.

For the next two years, in order to make sure that the ELLs reach proficiency on the NYSESLAT, they will be given additional academic support to ensure that the language is retained and they successfully place out of ESL. In addition, the ESL teacher, along side a general education teacher, and special education teacher will create, each year, an action plan that will have reachable and attainable goals. Within the action plan, there will be specific skills to focus on, as well as the style of assessments to determine progress. For the next two years they will receive additional assistance in ELA and Math at least twice a week. Informal observations are done by the content area teacher and the ESL teacher checks in with the student.

Resources and Support

The instructional materials used are National Geographic Reading Expeditions, where the text is geared toward all proficiency levels and the ESL teacher can further comprehension via clarifying bookmarks and anticipatory guides acquired through Q-Tel. Also Great Leaps Reading is implemented for our Beginner students to aid with sight words, phonics and gathering information from text. We have also begun using Expression from McGraw Hill as a supplement for content area text. The ESL and content area teacher plan for both language and content area objectives. All students are in guided reading groups. Both teachers meet with guided reading groups or confer individually. Guided reading groups and conferring allows for more specialized instruction. Both ESL teachers push-in and pull-out for Reader's Workshop for the Advanced and Intermediate students. We have recently started a language lab where ELLs can hear recordings of text and can then answer questions based on what they have heard. Other instructional materials include content area texts. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and

Speaking in English. Native language support is delivered through the study of vocabulary and sentence structure. Although we do not have a bilingual or dual language program, native language support is important to help students make associations between their home language and English.

At CASTLE MS 345, we believe that professional development is one of the integral parts of becoming a very knowledgeable educator. It is because of this belief that not only the ESL teacher go to professional development for ELL instruction and compliance but also content area teachers, administration, math and literacy coaches and paraprofessionals, who all work with ELLs in one capacity or another. Our staff and faculty take part in Q-Tel professional developments which span over ten hours of teaching instructional techniques. They also attend technical training from the Office of English Language Learners.

Our ESL Coordinator holds staff development sessions/workshops for other staff members to help transition students from one grade to the next as well as from the Middle School model to the High School model. By creating portfolios of student work, former exams, and conferring notes we are able to transfer all of the information on the specific students to whatever school/grade they attend in the future.

Program Description

Our Freestanding English as a Second Language Program (ESL) follows both the push-in and pull-out models. The ESL program services a total of 11 students. Students are grouped by grade level and English proficiency level. ESL students receive all instruction in English. New York State regulations determine how many units of ESL instruction each student should receive according to his or her English proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) scores.
Students that are at the Beginner and Intermediate levels receive 360 minutes/week of ESL instruction. Students at the Advanced level receive 180 minutes/week of ESL instruction. All ESL instruction is provided by a fully licensed ESL teacher.

We utilize the push-in model with some classes in order to collaborate with classroom teachers and allow the students more instructional time in order to meet their linguistic and academic needs in each grade and content area. The ESL teacher provides support within the classroom during the reader's/writers' workshop model using ESL methodologies like visuals and authentic texts.

For our pull-out model, we focus on vocabulary building tasks and strategies and focus on academic language building. The ESL instruction is carefully aligned with all state standards and as well with what is being taught in the classroom. The ESL teacher teaches strategies that can be applied across all content areas. Picture dictionaries, manipulative, visualization, prior knowledge, real life experience, language experience, are used as teaching methods and strategies to aid the student's comprehension and second language development. All components of language (listening, speaking, reading and writing) are included in every lesson.

At CASTLE MS 345, our ELLs are a major priority. We take our time to identify and service these students as well as the rest of our student body. We believe that with the use of data and implementing best practices, we will achieve the goal for every ELL to increase a full proficiency level and gain competency in every content area.
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Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___Bilingual X ESL ___ Both Number of LEP (ELL) Students Served in 2008-09: _____11_____
(No more than 2 pages)

I. **Instructional Program for ELLs**

The Collaborative Academy of Science, Technology and Language Arts (CASTLE school) is a middle school comprised of 291 students from grade 6 through grade 8. CASTLE is a school which serves every child in a holistic manner. Our small school setting allows for individualized attention for each student from our staff and faculty. All of our students are provided with a comprehensive curriculum that incorporates humanities, mathematics, social sciences, technology, and foreign language. The student body includes 4% English Language Learners (this totals: 11 students).

Our goal is to ensure that our ELL population acquires conversational fluency and academic language proficiency. We are committed to serving students from The Lower East Side and supporting their journeys into high school, college, and beyond. Our broader goal is enhance the achievement of our ELLs in every venture, so they will graduate as critical thinkers and competent researchers ready for a challenging world.

CASTLE ESL Program

If a student is new to the NYC Public School System, their parent/guardian is given a Home Language Identification Survey and based on their response; the ESL Coordinator determines LAB-R eligibility and placement is determined in accordance with parent/guardian, as well. All ESL services are provided by an appropriately certified licensed ESL teacher. Parent's whose native language is other than English, receives correspondence in their language and is invited to our school for an Orientation, where they watch the, "Orientation Video for Parents of ELLs". After watching it in their home language, they are given the parent survey and program selection form. We do our best to make sure they feel comfortable with their decision. If we do not offer the program they have selected, we look for another placement if available, if not the parent is made aware of their child's placement in ESL within two weeks.

- ESL instruction is provided based on Beginner, Intermediate and Advanced Levels (as determined by the LAB-R or NYSESLAT assessments)

- Students' proficiency levels are determined by the LAB-R and/or NYSESLAT scores. Beginning and Intermediate level students receive 360 minutes of ESL instruction per week. Advanced level students receive 180 minutes of ESL instruction per week consistent with CR part 154 units of ESL instruction requirements
- Beginning level students receive both push-in and pull-out ESL services (out of classroom/small group instruction)
- Intermediate and Advanced level students receive push-in services (in classroom team teaching)
- ESL instruction is aligned with the NYS Learning Standards for ESL
- Instructional model uses the core curriculum, with a focus on balanced literary
- Classroom teachers use ESL strategies to deliver academic content area (i.e. TPR, scaffolding, anticipatory guides, graphic organizers, inferring, repetition and dictation)
- All services are provided by a trained ESL/Literacy teacher

A. Curricular:

CASTLE utilizes a variety of assessments to better inform the instruction of ELL students. Along with a review of annual standardized tests (NYS and NYC math, ELA and NYSESLAT), the ESL instructor looks at the results of the interim assessments. Informal assessments, especially through analysis of written product from ESL and ELA classes, also play a major role in understanding and documenting our children's progress and determining areas of needs. Our school's core curriculum ensures that every student is given the education he/she deserves by a highly qualified professional. The core curriculum is comprised of a comprehensive ELA, Math, Science and Social Studies program. ELLs are served within the core curriculum through a focus on listening and speaking, grammatical structures, frontloading vocabulary and academic writing in each content area. Teachers conference with ELLs to ensure comprehension of lesson/topic/unit. CASTLE provides all students, including ELLs, with a widespread curriculum which includes humanities, social sciences, technology and foreign language.

The data indicates that our ELLs have deficits in all literacy modalities: writing, reading, listening, and speaking skills. However, a review of standardized tests, as well as teacher observations, has demonstrated that our students' greatest weakness is in writing. Therefore, while providing broad-based support for English language acquisition through a multi-modal program, our ESL instruction has a heavy emphasis on writing. Each subject teacher is aware of the strengths and needs of our ELL population. Our teachers use a variety of instructional techniques as a matter of course: turn and talk, jigsaw, gallery walks, pair and share, peer editing, cooperative projects, and hands-on projects. Their classrooms immerse students in the material being studied, and, by extension, students are immersed in the dynamics of the English language. Our ELL students are often paired with other students as another support in the classroom.

In supporting our students in developing their writing skills, our ESL teacher also has been focusing on content vocabulary and building student capacity through creating an expanding list of content-specific sight words. She pulls words from content texts, goes over the recognition, pronunciation, and meaning of the words. She then gives the students the document(s) containing the words she first taught separately. She processes these words through the four modalities. In scaffolding for a beginning student, she/he is provided with text from their native language, and it is used as a support in the more detailed sessions about vocabulary and words in context in relation to the English-language version of the text. The Wilson reading program is also used in developing beginner student's reading skills.

ELL students receive ESL during Extended Time. This is a small group in which the teacher may focus on word problems in mathematics and strategies to better understand word problems, with particular focus on critical vocabulary. As time progress, Extended Time will be used as NYSESLAT Test Prep.

Instructional materials utilized in the ESL class include:

- An ESL library geared to middle school interest level, containing a variety of genres and reading levels
- Dictionaries appropriate to ESL instruction
- NYSESLAT Prep Materials
- Audiocassettes of young adult literature
- Authentic texts such as, newspapers, National Geographic Books
- Videos for ELA classes (such as studying scenes, character traits) with captions
- The *Easy English News*, a monthly publication designed for ESL students

B. **Extracurricular:**

Our school has implemented a school-wide enrichment program (SWE). These classes occur for all students on Tuesdays and Thursdays. In addition, our ELL students, along with other students have been in a test-prep SWE for the state Math test. These test-prep classes focus on understanding (reading) word problems and explaining solutions/answers. After the state Math test is completed, these students will be re-integrated into more language-oriented SWE, such as Boys/Girls Book Club, yearbook staff, Chess Club, Word Games and Fitness.

II. Parent/community:

Parents of incoming students are offered summer orientation days to get to learn our school. We also provide information about mandated and related services. During the school year we have a parent meeting at the beginning of the year to review the curriculum and types of service available in our school. In collaboration with the Parent Coordinator, we offer two orientation meetings in the Fall and Spring, to inform parents of the goals and expectations for the school year. Translators are available for these meetings. Parent orientations for children who are ELLs are extremely important in our school. We call and send correspondence in their home language, if available. We make sure to inform parents their decision about where their child is placed is important. If we cannot find the placement the parent prefers, we notify them within two weeks to let them know that their child has been placed in a freestanding ESL program. The ELL program is explained, the "Orientation Video for Parents of ELLs" is viewed, the handout, "Guide for Parents of ELLs" is distributed and option letters are distributed. All material is also available in parent's home language. We invite parents to publishing parties, class trips, and fundraisers. Recently, our CHAMPS program has attracted a number of parents to football and rugby games on the weekend. We encourage our teachers to develop relationships with parents by staying in contact through letters, phone calls, and email. There are a variety of activities that include multicultural celebrations, parent observation of the program (walkthrough) and an open door policy that allows parents to meet with teachers throughout the year.

III. Project Jump Start:

Before the first day of school, all incoming students and their parents are invited to visit the school and walkthrough the halls and familiarize themselves with the school layout. They are able to have a Q&A with staff and faculty about their respective curriculums and other services provided by the school. Both parents/children and teachers are able to establish a rapport and get to know one another before the beginning of the school year.

IV. Staff Development:

Staff development is ongoing throughout the year. Our teacher attends professional development sessions provided by BETAC (Hunter) and the NYC Office of ELLs, to set goals and guide curriculum. In addition to this support, the staff (ESL teacher and content area teachers) participates in Q-TEL middle school workshops and the MATH/Science QTEL as well. Our literacy and math coaches provide professional development as well as modeling of best practices (ESL scaffolds). All staff members also participate in content area professional development throughout the school year facilitated by department heads. To further our knowledge of the ELL child, the ESL teacher will attend a TESOL conference this March.

The ESL and ELA teachers, along with some of our administrative staff will be attending the ASCD Conference on March 13-16, 2009 in Orlando, FL. Some sessions that are of interest are "Helping Secondary English Language Learners Develop Academic Language", "Differentiating Instruction for ELLs in the Core Content Areas", "Using Formative Assessment to Ensure Success for English Language Learners", "Improving Reading for English Language Learners". These sessions are beneficial to our ELL instructional program because it allows staff and faculty to be on the pulse of new and innovative ways to keep our ELLs on the track to academic success.

Some other tentative dates are BETAC (LIU): "Jim Cummins: Helping ELLs Develop Academic Language" January 2009, NABE Conference, February 18-21, 2009, NECTFL Conference, April 16-19, 2009.

V. Support services provided to LEP students:

AIS services are provided during the 37.5 minutes. All ELL students participate and have been grouped according to their NYSESLAT scores. There are 5 to 10 students per group. Newly arrived students receive beginner's English support in listening, speaking, reading and writing. Students that are more proficient received more advanced instruction in all areas, including Math and Science. There is a Saturday academy for Math and ELA, which includes English proficient students as well as LEP students. The students are homogeneously grouped according to grade.

Our ELLs that require special services such as speech, guidance or occupational therapy are given those services as per their IEP. They see our guidance counselor and speech therapist to hone in on social/emotional issues as well as work on language acquisition.

VI. Name/type of native language assessments administered (bilingual programs only):

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.

CASTLE Middle School serves the educational needs of 257 6th through 8th graders from ethnically diverse populations. Our school community is rich in culture, diversity, and resources.

Of the 257 student attendees at CASTLE Middle School, 55.71% are Hispanic, 20.71% are Asian, 18.57% are African-American, 3.21% are Caucasian, and the remaining students are from other ethnic backgrounds. Approximately 14% of our students are Special Education students. 6 students in total are considered English Language Learners. 46 of our students have Individual Educational Plans (IEPs) and receive the full continuum of services including SETTS, integrated inclusion classes, instruction in self-contained classes, and related services such as speech and language, counseling, and adaptive physical education. 13 of these students are in a 12:1:1, 15 have CTTs and 18 are designated SETTs students. Most our students qualify for free lunch (we have the Universal Lunch program).

Since our ELL (English Language Learners) population is small, direct contact between parents, the PTA and the Parent Coordinator is ongoing. After filling out the Home Language Form, all parents of English Language Learners are briefed concerning their rights to Bilingual and ESL services. For newcomers, CASTLE Middle School is committed to supporting the students' cultures; exposing them to their new environment and helping them assimilate into a new culture. This is done through classroom lessons, trips and real world experiences (e.g. social studies and the law). Furthermore, as new ELLs are enrolled in our school, our Parent Coordinator holds orientation sessions for their parents regarding our services.

All bulletins and parent letters are provided in Spanish and Chinese (two dominant home languages reflected in our student body). We involve parents and community members as they are an integral and essential part of the school. As such, the PTA and Parent Coordinator assist in the orientation of new families by facilitating translation and connection to community services. In addition, we hold annual ELL conferences for parents to share information regarding bilingual/ESL program objectives, materials, standards and assessments.

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.

Through the home language survey we were able to determine the number of parents that are in need of written and oral communication, in a language other then English. Our survey showed:

55 parents of 6th grade students are Spanish speaking as indicated on the Home Language Survey
57 parents of 7th grade students are Spanish speaking as indicated on the Home Language Survey
69 parents of 8th grade students are Spanish speaking as indicated on the Home Language Survey

18 parents of 6th grade students speak Chinese as indicated on the Home Language Survey
12 parents of 7th grade students speak Chinese as indicated on the Home Language Survey
16 parents of 8th grade students speak Chinese as indicated on the Home Language Survey

Written Translation Needs

Currently, we have monthly mailings of invitations to PTA meetings with updates and agenda that need to be translated into Spanish and Chinese to reflect our ELL population. From our planning with the PTA's executive board, parents expressed the need for periodic updates on school development, programs, and students' services. This resulted in the development of a monthly Parent Newsletter that is mailed out. In addition, every family receives a parent handbook at the beginning of the school year. CASTLE also sends out periodic flyers announcing school wide activities: parent meetings, orientations, fund raising activities, social events, school spirit activities, etc. We do continue to be challenged, though, with long term absentees (LTA's) and lack of parental responses to phone calls requesting face to face meetings. We learned that letters sent home has been more effective when coupled with phone calls. The above mentioned documents will serve their purposes best when sent in multiple languages in order to engage a broad range of families. The school secretary will work per session to translate letters, flyers, and the Parent/Student Handbook into Spanish and Chinese.

Oral Interpretation Needs Assessment:

Based on last year's attendance at the PTA meetings, many families attended the first few meetings but over the course of the year the number decreased steadily. Families who stopped attending were those who weren't able to participate in the discussions due to a language barrier. Also, during Parent Teachers' Conferences, teachers' communication was limited to having students interpret and translate. In an effort to raise attendance, we plan to initiate trilingual presentations to families so that all families can be reached. We believe that with a consistent interpretation service available to families, our parental participation rate in school events will increase and be maintained over time.

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.

Proposed Written Translation Services:

The following are recurring documents that require translation into Spanish and Chinese:

- Monthly PTA invitation and agenda
- Parent newsletter
- Letters requesting for meetings with families
- Per session for school secretary and teachers to translate Spanish and Chinese letters
- Translate the Parent/Student Handbook into Spanish and Chinese
- Postage

There are member of the CASTLE staff who provide translation for our Spanish/Chinese speaking parent population. All letters and Department of Education correspondence is translated through the use of on-line technology and Department of Education services. Chinese translation into Mandarin is facilitated by members of our staff for verbal communication with parents that need it.

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.

Proposed Oral Translation Services:

- During parent meetings, CASTLE Middle School will provide break out rooms for Spanish speaking and Chinese speaking parents
- Staff members will attend meetings and work per session in order to translate student information into Spanish and Chinese
- Paraprofessionals will work per session on Open School Night to translate for parents

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.

CASTLE Middle School will inform parents in the student handbook of their translation and interpretation rights at meetings, workshops, school events, and in verbal and written communication. Correspondance is also sent home to the parents via the students, or depending on the importance, sent home by mail. Other ways of communicating with the parents are by providing them with information during the times they show up to school, whether it is a parent-teacher conference, PTA meeting, chorus/band concert, or fundraiser.

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	190,081	94,729	284,810
2. Enter the anticipated 1% set-aside for Parent Involvement:	9,401		9,401
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		947	947
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	9.504		9,504
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		4,736	4,736
6. Enter the anticipated 10% set-aside for Professional Development:	41,104		41,104
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		9,472	9,472

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%

9. If the percentage of high quality teachers during 2008-2009 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.

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.

I. CASTLE Middle School, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. CASTLE Middle School's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole. The required annual review will occur in January, 2010 during the SLT meeting. Parents of Title 1 students will receive a copy of the Parent Involvement Policy in February, 2010.

II. The policy encompasses all parents including parents of English Language Learners and special needs students.

III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing the CASTLE Middle School Parent Involvement Policy, the CASTLE Middle School PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, CASTLE Middle School will:

- *Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.*

Support level committees that include parents such as the School Leadership

- *Team and the Parents Teacher's Association. Provide technical support when needed.*
- *Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.*

- *These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.*
- *Provide a school informational meeting on all funding programs in the school.*
- *Provide written translations.*
- *Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.*

CASTLE Middle School will encourage more school-level parental involvement by:

- *Holding annual Parent Curriculum Conference*
- *Maintaining parent participation in school leadership teams*
- *Encouraging parents to become trained volunteers through Learning Leaders*
- *Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress*
- Providing school planners for daily written communication between school/teacher and the home.

SCHOOL - PARENT COMPACT

CASTLE Middle School

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

1. *Parent-teacher conferences at least annually*
2. *Frequent reports to parents on their children's progress*
3. *Reasonable access to staff*
4. *Opportunities to volunteer and participate in their child's class*
5. *Observation of classroom activities*

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.

To monitor his/her child's/children's:

1. *Attendance at school*
2. *Homework*
3. *Television watching*

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To as parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

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. See page 17, 18

2. See page 14-18 and 24,25

3. 93.8% of the teachers in CASTLE Middle School are highly qualified according to NCLB standards

4. The teachers and administration will be receiving professional development that will help teach them how to enable all children in the Schoolwide Program to meet the State's student academic standards. Other then in-house development, our teachers and administration will also be going to the following professional developments:
    a. ASCD Regional workshop
    b. ASCD Conference
    c. NSTA Conference
    d. CEC Convention
    e. NCTM Conference

5. See page 15, 24, 25

6. Teachers and the administration work hand in hand to further the achievement of individual students and the overall instructional program. There are department/grade level team meetings, which the administration is present at, where case studies are discussed, data shared, best practices communicated, and current issues brought to the table. Other then that, there is a inquiry team that focuses on the bottom 1/3 of the school population and how to move them to higher scores, as well as great deal of teachers that are familiar with Acuity to go over the data of each student in the school.

7. See page 23,24

8. Within our school there is a health teacher who provides nutrition programs, a SAPPIS worker or provides violence prevention programs, and a good number of teachers that are certified in Life Space Crisis Organization that are familiar with mediation programs.

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	Actions/Ideas in place or to consider
Key Finding 1: Curriculum • Our schools curriculum, for both Math and ELA are aligned to the state/city standards. • The findings in ELA alignment included: • *Gaps in written curriculum* – The curriculum in our school is closely aligned with the state standards in both the understandings required and the topics covered. • C*urriculum maps* – Each teacher has a calendar map that indicates not only the topics that will be covered, but the predicted outcomes, skills, and strategies for each unit. • T*aught curriculum* – Our teachers provide our students with an in depth education, and hold our students to the standards passed down to us by the city. • *ELA materials* –Each ELA classroom has a library of books that is divided by genre and broken down by level making sure to accommodate for all level of readers including students with disabilities and ELL's.	- Each teacher is mandated to hand in a curriculum map that indicates not only the topics that will be covered, but the predicted outcomes, skills, and strategies for year - ELA classes will continue to have a library of books that is divided by genre and broken down by level making sure to accommodate for all level of readers including students with disabilities and ELL's. - Teachers will meet with their departments to go over their curriculum, see that it aligns with the standards, and make recommendations. - Teachers utilized Understanding by Design (UBD) principles to develop Curriculum Plans.

• *English Language Learners* – Our ELL students are given the accommodation and modification that are required and receive tutoring to better their skills. • The findings in Mathematics alignment included: • *Content Strands* – Our Math department is aligned with the state standards in all grades. • *Lack of depth* – Our students receive and in depth math education from our teachers, who hold our students to the state mandated standards.	

Key Finding 2: Instruction There are a variety of different teaching strategies that are being used in our school ranging from direct instruction, to cooperative learning, large/small group instruction, etc. Our teachers incorporate the different learning styles through differentiated lesson plans There is a large use of technology throughout the content areas	- teachers attend different professional development seminars that further aid them in their instruction - inter-visitations with in the school are conducted and teachers share feedback with one another - There is continuous assessment of student readiness and understanding in order to plan instruction around student needs. - Teachers understand the Multiple Intelligences and utilize the framework to differentiate instruction. - Teachers & Administrators utilize low-inference observations to understand student needs. - All work is data driven.
Key Finding 3: Teacher Experience and Stability The teachers in the school are all NYS certified teachers that are teaching in their certified areas. The majority of our teachers have a masters degree or higher. There is a minor turnover rate in our school.	- The administrator has an open door policy with our teachers allowing for open communication - The administration often promotes a continued education for teachers that will allow them to increase their ability in the classroom - The administration allows for teachers to be involved in many aspects of the school - New Teachers are provided mentorship opportunities to develop the practice of teaching.

Key Finding 4: Professional Development – English Language Learners There is a small population of ELLs in our school Opportunities regarding curriculum, instruction and progress monitoring for ELLs.	- ELL certified teacher regularly attend grade level or dept meetings and are given time to share strategies for ELL instruction - ELL certified teacher works closely with the targeted students
Key Finding 5: Data Use and Monitoring – ELL Instruction The topic of ELL instruction and how it is data driven has become a serious concern in our school and we are now taking steps to improve the level of education our ELL students receive.	- ELLs take periodic assessments to mark their progress throughout the year - ELL teachers meet with grade levels/depts to discuss level of students and the areas of strength/struggle of students in their classes
Key Finding 6: Professional Development – Special Education Our school has a great special education personnel, all of which are driven by the desire to see the improvement of our students with disabilities. They have the knowledge and understanding required for their positions and play active roles in keeping our teachers aware of issues involving the education of our special education students. Our special education teachers are data driven, and frequently attend special education professional developments that will allow them	- The special education department reviews IEPs and how to read them with the staff. - Special education teachers regularly attends grade level/dept meetings to address and questions or concerns regarding IEPs and mandated accommodations or modification - General education teachers attend the ASCD workshop presented by the network.

to increase their abilities in the classroom.	- consultation time is regularly provided so general education teachers can meet with the sp ed teachers regarding the provision of accommodations/modifications
Key Finding 7: Individualized Education programs (IEPs for Students with Disabilities) IEPs specify accommodations and modifications for the classroom environment. There is no lack of alignment between the goals, objectives and modified promotion criteria. IEP students often have behavioral plans.	- PD held for staff regarding types of accommodations, and implementation - Sp ed teachers meet with general ed teachers to discuss students IEPs - Teachers provide the accommodations and modifications dictated in the students IEP

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

School DBN **01M345**
School Name **The Collaborative Academy of Science, Technology, and Language Arts Education**
Total Amount of "Contracts for Excellence" Allocation in
Galaxy **$ 91,000**
Principal Name **Judith De Los Santos Pena**
Principal Email **jdeloss@schools.nyc.gov**
Principal Phone **2122270762**

I. Class Size Reduction
Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY10 C4E funding to reduce class size?
☒ Yes (If yes, respond to questions in Parts A and B of this section.)
☐ No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY10 funding to reduce class size **via the creation of additional classrooms**?
☐ Yes
☒ No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2009-10? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

B. 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

Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:
Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2009-10? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

II. Time on Task

Schools can increase student time on task via implementation of one or more of the following strategies:

A. Lengthened school day
B. Lengthened school year
C. Dedicated instructional time
D. Individualized tutoring

Does your school plan to use FY10 C4E funding to increase student time on task?
☒ Yes
☐ No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2009-10, and include a brief description of the program that will be implemented.

☐ **A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?
☐ New implementation
☐ Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

☐ **B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?
☐ New implementation
☐ Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

☐ **C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

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

☐ New implementation
☐ Program expansion

If this is **an expansion of an existing program,** please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

☒ **D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

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

☐ New implementation
☐ Program expansion

If this is **an expansion of an existing program,** please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:
We are building up our existing ELA and math test prep programs to include more students

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

A. Programs to recruit/retain Highly Qualified Teachers (HQT)
B. Professional mentoring for beginning teachers and principals
C. Instructional coaches for teachers
D. School leadership coaches for principals

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

☒ Yes
☐ No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2009-10, and include a brief description of the program that will be implemented.

☐ **A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

☐ New implementation
☐ Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10

Details of Program Expansion:

☒ **B. 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)

Program Description:
Our administrator team and team of teachers will serve as mentors to teachers with 1-3 years experience

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

☐ New implementation
☒ Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:
Additional training for mentors and beginning teachers.

☒ **C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:
Two of our teachers will serve as part-time coaches.

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

☐ New implementation
☒ Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:
Last year, we only had a math coach.

☐ **D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

☐ New implementation
☐ Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

IV. Middle and High School Restructuring

A. Implement Instructional Changes
B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

☐ Yes
☐ No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2009-10, or whether the changes are the expansion or modification of a current strategy.

Program Description:

V. Full-Day Pre-Kindergarten Programs

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 (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

☐ New implementation
☐ Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY10 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

☐ Yes
☐ No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2009-10, or whether it is the expansion or modification of a current strategy.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:
- *All* Title I schools must complete Part A of this appendix.
- *All* Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf

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Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   We presently have 2 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

   These students receive free breakfast and lunch, free CASTLE dress code shirts, school planners, educational supplies and materials. Additionally, school trips that require payment are covered by the school. These students receive in-school counseling (if applicable), and are referred to outside agencies for services for students and families.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.