



01M345

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 01M345

ADDRESS: 220 HENRY STREET, NEW YORK, NY 10002

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 01M345 SCHOOL NAME: Collaborative Academy of Science
Technology and Language Arts
Education

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: Jarah Magan & Luis Nieves

PRINCIPAL: Judith De Los Santos Pena

UFT CHAPTER LEADER: Shirley Vargas

PARENTS' ASSOCIATION PRESIDENT: Edwin Torres

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 1 CHILDREN FIRST NETWORK (CFN): 103

NETWORK LEADER: Yuet Chu

SUPERINTENDENT: Daniella Phillips

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 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/Teacher 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 your school's 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.

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- 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.

Our Accountability Status for NCLB/SED is School in Good Standing.

Aids or Barriers to the School's Continued Success: (Based on School Surveys/Observation/Instructional Rounds and Quality Review)

- CASTLE must further teachers' expertise in the effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction.
- CASTLE needs to develop predictive tracking of students to ensure that they make anticipated annual progress across all three grades.
- CASTLE 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.
- We must develop further our school's curricula to ensure greater coherence in math.
- We must extend the good teaching strategy of scaffolding by deepening differentiation of instruction, especially to challenge higher-achieving learners with greater rigor.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

1. Based on our 2009- 2010 quality review and results of our latest Progress report, we have identified **the need to improve our math instruction**. In 2010, 45% of CASTLE Students scored Level 2 on the State Math Assessment. Our average Math State Performance score is 2.84. Our goal for the 2010-2011 school year is to reduce the number of students performing at a Level 2 by 10%. As a result, we will increase the number of students performing at Level 3. We will achieve 10% increase in the number of students performing at Level 3 or Level 4 on the Math New York State Exam.

2. Based on the Learning Environment Survey and internal questionnaires, we have determined a need to **develop school wide coherent systems** that will support safety and respect, communication and shared responsibility for students, teachers, parents and staff. CASTLE will demonstrate an increase in the overall sub-score of the Safety and Respect and communication category of our 2011 LES Survey. CASTLE's current Safety and Respect Score is 7.2. We will increase to a score of at least 7.4. CASTLE's current Communication Score is 6.3. We will increase to a score of at least 6.6.

3. CASTLE will support teachers as they integrate the content and pedagogy of the new core standards into the daily instruction at our school. Teachers will be supported in aligning the new common core standards with existing curricula and instruction. By June 2011, 100% of CASTLE will have developed a unit that incorporates the New Core Curriculum Standard that addresses non-fiction writing into all content areas. The Unit Plan will include the following elements: Alignment to Common Core Standards, Performance Indicators, Guiding Question (s), Instructional Goals/Objectives, Procedures, Student Activities, Work Products, Evaluation/Assessment and Writing Rubric

4. To improve student performance in ELA by implementing Balanced Literacy with a focus on Writer's Workshop Model. By June 2010, 100% of ELA teachers will have implemented the Writing Workshop with students. By June 2010, 60% of our students will have moved one proficiency level as demonstrated by CASTLE's Writing Rubric. Based on our 2009- 2010 quality review and results of our latest Progress report, we have identified **the need to improve our ELA Instruction**. In 2010, 39.3% of CASTLE Students scored Level 3 and 4 on the State ELA Assessment. Our average ELA State Performance score is 2.72. Our goal for the 2010-2011 school year is to increase the number of students performing at a Level 3 and 4 by 10%.

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 2010-11 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, PLA, 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): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Based on our 2009- 2010 quality review and results of our latest Progress report, we have identified the need to improve our math instruction. In 2010, 30% of CASTLE Students scored Level 2 on the State Math Assessment. Our average Math State Performance score is 2.84. Our goal for the 2010-2011 school year is to reduce the number of students performing at a Level 2 by 10%. As a result, we will increase the number of students performing at Level 3.</p> <p>End-Year Target(s):</p> <p>10% increase in the number of students performing at Level 3 or Level 4 on the Math New York State Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Action Plan:</p> <ul style="list-style-type: none"> • Math department team will meet with administration and data specialist, to review math scores and identify student needs. (Fall/Winter/Spring) • Math department will review curriculum and resource materials and seek alignment. (Facilitated by Math Coach Winter/Spring) • By October 2010, the department team will assess professional development needs for 2010-2011 school year, and goal set for departmental planning (Math Department/Math Coach/ Administration) • Beginning in July 2010 and Monthly throughout the school year, teachers will participate in professional development provided by our Network, to begin looking at the Core Curriculum Standards and curricular alignment (Administration will organize) • The Math Department Leader and a teacher will participate in Our Network Math Professional Community. During the year, teachers will to develop coherent best teaching practices, learn how to differentiate math instruction, and create hands on learning experiences.

	<ul style="list-style-type: none"> • Department Team will create vertical standards based Curriculum Maps using NYS Scope and Sequence • Math materials that support math instructional coherence (Impact Mathematics and Math Navigator) will be purchased (Administrators and Math Coach) (By January 2011) • Teachers will identify topics for each unit to promote consistency in planning and alignment to Core Curriculum. (Facilitated by Math Coach) • By the beginning of each marking period, teachers will identify/modify subgroups and will monitor their progress throughout the year during Extended Day periods (Admin and stakeholders) • All students will be given a “Baseline Assessment” in order to identify individual students needs and areas of focus for the upcoming year (Teachers) (September 2010) • Math team will analyze the results of the Baseline and align small group instruction to address individual student needs (September 2010) • Interim assessments will be administered to track and monitor student math performance and growth. (Math Department and Coach) • Assessment data will be used to determine the flexible small groups for Extended Day • Professional Activity menu will include small group instruction, in order to provide targeted math assistance to our special needs population (Math Department, Math Coach and Admin.) • In February 2011, all students will be a given a NYS Mock Math Test in order to track growth from the Baseline given in September and to further hone in on areas of student deficiency • In Winter 2010, CASTLE will host its first Family Math Night, in order to promote math awareness by involving parents, students and teachers and other members of school community in a night of fun, discovery and math in the everyday world. This night will help students and families see the connections between math in the classroom and math in the world around us. (Teachers) • In May 2011, CASTLE will participate in Pi5NY Math Tournament in order to promote analytical thinking skills (Teachers and Students) • Additional Resources will be allocated towards the special education department so that they could have availability to improve instructional practices for our special education population
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget</p> <ul style="list-style-type: none"> • Allocate a portion of the Title 1 10% Set Aside for Professional Development to support professional development opportunities and resources, during and after school • Allocate a portion of the Title 1 5% Set Aside for Highly Qualified Teachers to support professional development opportunities and resources, during and after school • Tax Levy Funds will be provided to the School Wide Inquiry Team, as well as the Data Specialist, who will be able to provide data supporting improvements in a targeted population of students • Schedule C4E allocation to fund Dean of Instruction for coaching assistance

	<ul style="list-style-type: none"> • Title 1 Supply funds, accessed through conceptual consolidation, will be used to purchase additional student supplies (Math Navigator Program) • Tax Levy funds will be allocated to purchase that support math instructional coherence • Tax Levy funds will be set aside to purchase registration at the Math Competitions • The P-Card will be used to purchase materials and refreshments for the Family Math Nights. • Additional Tax Levy, Title 1, and C4E funds will be allocated to support the action plan
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Data from periodic assessments administered in November, March and June; • Results from the January Mock math exam; • Results from State Math Exam; • Math Curriculum Maps that align vertically (by grade) • Utilizing math curricular and resource materials that align to curriculum that is based on student needs and expectations • Math conference notes will document and show progression over time • Participation of Families in Math Family Night • Math meeting is organized with a focused agenda where teachers actively share best practices, show evidence of research in their classrooms, and plan units of study <p>In addition to taking two mock state exams (the first in February and the second in April) and three Acuity interim assessments, we will utilize program based assessments such as pre and post tests and weekly check in quizzes to monitor student progress, as well as student grades, progress reports, and teacher made tests and student work samples. We will reflect on benchmarks and provide feedback to inform teacher practice and student progress.</p>

Subject/Area (where relevant): Schoolwide Coherent Systems for Safety and Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Based on the Learning Environment Survey and internal questionnaires, we have determined a need to develop school wide coherent systems that will support safety and respect, communication and shared responsibility for students, teachers, parents and staff.</p> <p>CASTLE will demonstrate an increase in the overall sub-score of the Safety and Respect and communication category of our 2011 LES survey.</p> <ul style="list-style-type: none"> • CASTLE’s current Safety and Respect Score is 7.2. We will increase to a score of at least 7.4. • CASTLE’s current Communication Score is 6.3. We will increase to a score of at least 6.6. <p>Target Population: School Community</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Action Plan:</p> <ul style="list-style-type: none"> • Create RTI Committee (Facilitated by Admin. and 2 RTI Teacher Liaisons by Feb. 2011) • Create Discipline Committee (July 2010) (Admin. and teachers) • Establish CASTLE Expectations and Non-Negotiables (July 2010) (Admin and teachers) • Create Code of Conduct rubric to promote safety and respect between all members of CASTLE, based on work that began during Spring Retreat and our LES Survey results. (July 2010),

	<ul style="list-style-type: none"> (Admin and teachers) • Develop interventions and referral systems (Beginning July 2010 and throughout year) (Admin and teachers) • Create Family Handbook to communicate safety polices, rationale and goals. Handbook will include parent and student commitment to CASTLE Expectations. (August 2010) (Admin and Parent Coordinator) • Create student leadership team to empower student decision making capacity (November 2010) (Teacher leader) • Students, teachers and staff will be administered a survey 2X/year to track and guide school improvement (Winter 2010 – Spring 2011) (Admin.) • All notes from meetings will be posted on Google Doc's (Data specialist and team leaders) • Bring in outside resources that aid in communication (i.e. School Messenger, website, newsletter) • Create opportunities for grade level, and department teams to meet to have student based communication (Admin.) (Monthly) • Have faculty meetings, other than the once a month mandated meetings where new school wide policy is communicated to the staff (i.e retreats) (Admin. and teachers) • Student planners will go out to each student communicating policies. (Teachers) (September) • Faculty handbooks will be put together to communicate policy to staff members (Admin.) (Sept.) • Allow for opportunities to discuss discipline with students during non-school hours (Discipline Committee) (Bi-monthly)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget</p> <ul style="list-style-type: none"> • Continue to fund School Dean (TL funds) • Tax levy funds to support Professional Dev. on social/emotional development • Allocate Title 1 funds to RTI planning and resources • Use school funds to purchase items necessary for creating the faculty handbook (Tax Levy) • Purchasing student planners (Tax Levy) • Per Session for teachers working in an after school disciplinary capacity (Tax Levy) • Using different types of school funds to allow for participation in and set up of meetings to discuss universal changes in school policy (Tax Levy, Title 1)

Indicators of Interim Progress and/or Accomplishment

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

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Increase sub-score of Safety and Respect of 2011 LES Survey
- Minimal discipline student incidents (OORS Report)
- Monthly parent meetings
- Feedback from community via surveys
- School-wide Section Sheet

In addition to taking two surveys (Winter and Spring) and observations, we will evaluate the frequency of of Oors reports, dialogue with parents during PTA meetings and SLT to monitor progress, measure growth and adjust goals.

Subject/Area (where relevant): Common Core Standards and Curriculum Maps

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

CASTLE will support teachers as they integrate the content and pedagogy of the new core standards into the daily instruction at our school. Teachers will be supported in aligning the new common core standards with existing curricula and instruction.

By June 2011, 100% of CASTLE teachers will have developed a unit that incorporates the New Core Curriculum Standard that addresses non-fiction writing into all content areas. The Unit Plan will include the following elements: Alignment to Common Core Standards, Performance Indicators, Guiding Question (s), Instructional Goals/Objectives, Procedures, Student Activities, Work Products, Evaluation/Assessment and Writing Rubric

Target Population: Teachers

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Action Plan:</p> <ul style="list-style-type: none"> • In June 2010, teachers participated in Aussie professional development that provided an overview of the Core Curriculum Standards. (Admin. and Faculty) • In July 2010, teachers will participate in professional development series provided by our network. Seminar will focus on understanding Core Standards and an overview of how to begin to incorporate the core standards into planning instruction. (Teachers) • Throughout the year, teachers will engage in professional opportunities that will enhance understanding and application of the New Core Curriculum Standards (Admin. will facilitate) • Teachers will participate in study groups around “Nonfiction Matters” (Admin. and ELA dept.) (March 2011) • Writing rubric will be used across all grades and all content areas to reinforce common expectations throughout the school (ELA dept., dept. leaders and admin.) (September 2010) • Teachers will meet in content teams to review curriculum maps and unit plans (Content area departments and Admin.) (Spring 2011) • Teachers will collaborate in aligning the new Core Curriculum Standard that that incorporates content area non-fiction writing to their current curriculum maps. (Content area departments and Admin.) (Spring 2011) • Teachers will collaboratively plan a standards based unit for September 2011, which is vertically aligned and will promote consistency in planning and professional learning. • Administration will assess areas of difficulty in adopting the core curriculum and make decisions on how what are necessary next steps (Spring 2011) • Additional resources will be purchased to aid in teachers creating new Core Curriculum Standard Based lesson plans
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget</p> <ul style="list-style-type: none"> • Prior to the end of fiscal year 09/10, the Core Curriculum Funds were used to purchase textbooks and other resources that will support the new Core Standards • Funds from the Title 1 5% Set Aside for Highly Qualified Teachers, during fiscal year 09/10 were used to bring in a representative from the Aussie Program, to provide development in the roll out of the Core Standards • Allocate a portion of the Title 1 10% Set Aside for Professional Development to support professional development opportunities and resources, during and after school • Allocate a portion of the Title 1 5% Set Aside for Highly Qualified Teachers to support professional development opportunities and resources, during and after school • Tax Levy funds will be provided to the Content Level Inquiry Teams, who will be able to provide

	<p>data supporting understanding in a targeted population of students</p> <ul style="list-style-type: none"> • Schedule C4E allocation to fund Dean of Instruction for coaching assistance • Scheduled meetings will be added in to teacher schedules. • Tax Levy per-Session hours will be set aside for meetings that need more time than is allotted during the school day • Title 1 funds will be used to supplement new lessons, approved by the administration, that include the new Core Curriculum Standards
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Common Core Professional Learning Opportunities • Unit Plan for September 2011 that incorporates non-fiction writing in all content areas • School wide rubric to assess writing in all content areas

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve student performance in ELA by implementing Balanced Literacy with a focus on Writer’s Workshop Model.</p> <ul style="list-style-type: none"> • By June 2010, 100% of ELA teachers will have implemented the Writing Workshop with students. • Based on our 2009- 2010 quality review and results of our latest Progress report, we have identified the need to improve our ELA Instruction. In 2010, 39.3% of CASTLE Students scored Level 3 and 4 on the State ELA Assessment. Our average ELA State Performance score is 2.72. Our goal for the 2010-2011 school year is to increase the number of students performing at a Level 3 and 4 by 10%.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Action Plan:</p> <ul style="list-style-type: none"> • All ELA teachers will be trained in the Balanced Literacy Approach with a focus on Writer’s Workshop (Beginning Sept. 2010, once a week in dept. mtgs.) (Dept. Leader, Team and Admin.) • Professional Development will be provided by Network Facilitators (Summer of 2010, tri-monthly throughout year) • Teachers and administrators will participate in TC “Calendar Days” (Beginning Dec. 2010) • ELA teachers will participate in intervisitations of middle schools that have implemented TC Balanced Literacy (Spring 2011) • Extended Day will align to our Writing goal by focusing on the writing process (Sept. 2010) (ELA Extended Day teachers) • Teachers will design class and individual assessments to track progress. This includes writing portfolios development. (Beginning October 2010) • Students who have been identified as demonstrating little or no progress will receive additional small group instruction to support needs. (ELA Extended Day teachers and Faculty, Dec. 2010, March 2011) • Teachers will use protocols during team meetings to share practices, analyze student work, review rubric, implement new initiatives, and research literacy interventions (ELA teachers, weekly) • Town Hall meetings will be used to communicate with students the importance of reading and writing across the curriculum areas. (Faculty and administration) • Additional Resources will be allocated towards the special education department so that they could have availability to improve instructional practices for our special education population
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget</p> <ul style="list-style-type: none"> • Allocate a portion of the Title 1 10% Set Aside for Professional Development to support professional development opportunities and resources, during and after school • Allocate a portion of the Title 1 5% Set Aside for Highly Qualified Teachers to support professional development opportunities and resources, during and after school • Tax Levy funds will be provided to the School Wide Inquiry Team, as well as the Data Specialist, who will be able to provide data supporting improvements in a targeted population of students • Schedule C4E allocation to fund Dean of Instruction for coaching assistance • Title 1 Supply funds, accessed through conceptual consolidation, will be used to purchase additional student supplies (Math Navigator Program) • Tax Levy funds will be allocated to purchase resources that support ELA instructional coherence

	<ul style="list-style-type: none"> • The P-Card will be used to purchase materials and refreshments for the ELA Pajama Party • Additional Tax Levy, Title 1, and C4E funds will be allocated to support the action plan • OTPS Funds will be used to purchase books, supplies, and other resources that will assist with improving literacy instruction (Tax Levy, Title 1) • Title 1 funds will be used to supplement new lessons, approved by the administration, that include balanced literacy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • ELA teachers will implement the Writing Workshop with students. • All classrooms will demonstrate evidence of Writing Process • Student writing will show demonstrated growth in writing • ELA teacher's conferring binders will show demonstrated growth with regards to student use of writing strategies • Teachers use Fountas and Pinell to level books and students are aware of what level they are • Walkthroughs, observations, lessons, and conversations will reveal student/teacher behavior, systems, and outcomes about reading and writing instruction at CASTLE <p>In addition to taking two mock state exams (the first in February and the second in April) and three Acuity interim assessments, we will utilize program based assessments such as pre and post tests and weekly check in quizzes to monitor student progress, as well as student grades, progress reports, and teacher made tests and writing samples. We will reflect on benchmarks and provide feedback to inform teacher practice and student progress.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	37	18	20	20	13	2	4	1
7	28	17	25	20	10	2	3	0
8	37	16	30	25	13	2	4	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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:	<ul style="list-style-type: none"> • Small group instruction during extended day (a.m) and during professional activity periods during school • Preparation of students across curriculum area to ready them for tests and curriculum coursework • CASTLE Reads to promote reading and identify reading targeted skills • Testing skills/strategies/format for all city and state tests • Wilson Reading Program • Ramp up for Literacy • Literacy Navigator
Mathematics:	<ul style="list-style-type: none"> • Small group instruction during extended day (a.m) and during professional activity periods during school • Preparation of students across curriculum area to ready them for tests and curriculum coursework • Peer tutoring and workshops to enhance knowledge of mathematical concepts and strategies • Testing skills/strategies/format for all city and state tests • Math Navigator
Science:	<ul style="list-style-type: none"> • Small group instruction during extended day (a.m) and during professional activity periods during school • Preparation of students across curriculum area to ready them for tests and curriculum coursework • Science Lab (grades 7-8) to prepare students for the Science state test • Exit Project additional help
Social Studies:	<ul style="list-style-type: none"> • Small group instruction during extended day (a.m) and during professional activity periods during school • Preparation of students across curriculum area to ready them for tests and curriculum coursework • Exit Project extra help

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Small group instruction during extended day (a.m) and during professional activity periods during school • Self-esteem building activities • Responsibility activities • Activities revolving around moral and ethical choices • Advisory Curriculum
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • 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 Social Worker:	<ul style="list-style-type: none"> - 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:	<ol style="list-style-type: none"> I. 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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

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

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		

TOTAL		
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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

The Collaborative Academy of Science Technology and Language Arts Education (CASTLE Middle School MS345) is a first year middle school serving the historic Lower East Side of Manhattan. We are housed in the Corlears Complex and share the building with two other schools. CASTLE Middle School serves the educational needs of 260 6th through 8th graders from ethnically diverse populations. Our school community is rich in culture, diversity, and resources. Upon the final phase-out of MS56, CASTLE Middle School was instated in September 2006 and has experienced a highly successful year, with both administration and teachers exhibiting an extreme investment in our students and in our school community. Students and staff alike are committed to quality education and all work to support each other and the school as a whole. We are a nurturing and committed school that creates a "Legacy of Learning" for all our members.

Of the 260 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. 16 in a 12:1:1, 19 have CTTs and 22 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.

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. Correspondence 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	176,006	92,763	268,769
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,760	928	2,688
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8,800	*	
4. Enter the anticipated 10% set-aside for Professional Development:	17,600	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

100

6. 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.

NA

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Title I Parent Involvement Policy

TEMP 01-11-2010 **Explanation of School Parental Involvement Policy;**

I. General Expectations

CASTLE Middle School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The CASTLE Middle School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

CASTLE Middle will involve the parents in the development of the District Parental Involvement Plan (DPIP) by:

- Sending home correspondence regarding the writing of the DPIP
- Dedicate a PTA meeting to providing the parents with a voice in what they want included in the plan
- Communicating with the parents which PTA meeting will be dedicated to the DPIP
- Dedicating SLT meetings to collaboratively compose the DPIP

2. CASTLE Middle School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

CASTLE Middle School will improve involvement of parents in the process of school review and improvement by:

- Holding information sessions for the parents in regards to the Quality Review and Progress Reports
- Have information sessions for the parents about their participation in the Learning Environment Survey
- Sharing results of the Quality Review and Progress Reports with School Leadership Team, allowing for discussions on ways in which to improve.
- A portion of each PTA meeting will contain an update by the principal on different pertinent information regarding the school, followed by answering any question posed by the parents
- Sending home newsletters and other important information to keep the parents abreast with what is taking place in CASTLE
- Having an Open Door Policy, setting the stage for open communication between the administration and the parents

3. CASTLE Middle School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

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

- Having an active parent coordinator who will reach out to parents through mail, over the phone, and by email
- Providing an ARIS support room which contains computers with internet access so that parents can view their children's reports
- Having training sessions to show parents how to use ARIS
- Supporting the PTA/SLT in their initiatives
- 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.

4. CASTLE Middle School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the programs such as:

Title I parental involvement funds are used to supply the many activities that our parents participate in with their children, nurturing the loving relationship.

- Thanksgiving Thank You Dinner – where our children say thank you to their parents and show their appreciation by treating and serving their parents dinner. Music is played and entertainment (chorus/band) is provided

- Saturday Pajama Party – the Saturday before the ELA test, the parents and their children are invited to come into school in their pajama’s and read together. Breakfast and lunch is provided.
 - Multicultural Night – students, with their parents, cook food from their culture and bring it into school for a grand celebration. The gym is decorated, raffles are offered off, music and dancing, performances from the Chorus and Band
5. CASTLE Middle School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- The use of funds will be evaluated, with the administration, at a PTA meeting. Discussed will be successful spending, that parents we’re not targeted, and strategies to improve participation.
 - The SLT will meet to discuss successful spending, what parents we’re not targeted, and strategies to improve participation.
 - In the event of poor parent response, the parent coordinator will reach out through phone/email to increase parent knowledge, feedback and participation in the evaluation of the Parent Involvement Policy
6. CASTLE Middle School will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State’s academic content standards;
 - ii. The State’s student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:
 - Parent workshops will take place to inform a the parents of local/state standards and assessments
 - The ARIS room, set up with working computers, will allow the parents to access the information needed to learn and print out the standards and information on the assessments
 - b. CASTLE Middle School will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Early in the year the Parent Coordinator and the administration reach out to the parents and survey what assistance they require, or would like, to be able to aid their children in their learning
 - Through multiple forms of communication (face to face, phone, email, mailing) our staff communicates with the parents regarding their children's performance, and strategies to use to work with them
 - Parent Teacher Conference are great tools to open discussion between parents and teachers to discuss what structures, learning style, and literacy level their children are at
 - Providing an ARIS support room which contains computers with internet access so that parents can view their children's reports
- c. CASTLE Middle School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- The PTA and SLT will conduct a survey of the parents to determine what has been successful parent outreach strategies, and ways in which improvements can be made. In September, the SLT and PTA will organize a forum where parents and teachers can discuss ways to work together
- d. CASTLE Middle School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- The school will coordinate and integrate, to the extent possible, parental involvement programs and activities with Head Start and public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children, by inviting these programs to open houses and visits to the school.
- e. CASTLE Middle School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The school will ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, in the language the parents can understand by having translations available.

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____. This policy was adopted by the CASTLE Middle School on mm/dd/yy _____ and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

Principal’s Signature: _____

Date _____

Explanation – School-Parent Compact:

CASTLE Middle School

CASTLE Middle School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire

school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

School Responsibilities

CASTLE Middle School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards by providing highly qualified teachers and appropriate books and materials.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on the designated days (one in November and one in March) on the City-wide school calendar.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports through report cards and regular feedback (via notes, comments on homework, and/or telephone calls) on student progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at pre-arranged times convenient to both parent and teacher so as not to interfere with instruction. Translators will be provided if necessary.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities at pre-arranged times.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed and is prepared for school each day.
- Making sure that my child goes to bed at a reasonable time so that he/she will be rested for school.
- Monitoring amount of television their children watch.
- Volunteering, as necessary and whenever possible, in my child's classroom and in the school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate in a timely manner.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

As a student, I will share the responsibility to improve our academic achievement and achieve the State's high standards. I will:

- Get up early and come to school every day, on time, prepared and ready to work.
- Follow the school's rules on behavior and to listen to all of the adults who work with me at school.
- Take care of all of my books and supplies, especially those that belong to the school and others.
- Respect school property and the property of others.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Treat others with respect in the way I would like to be treated myself.
- Try my best in everything that I do in school.

SIGNATURES:

SCHOOL

PARENT/GUARDIAN

STUDENT

DATE

DATE

DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - School will analyze the data from the previous year's ELA and Math State Exams
 - School will use a tracking system to follow targeted populations as they move to the next grade level
 - Teachers will provide standard based base-line assessments, approved by the administration
 - School will administer the State Predictive Exam to find areas in need of improvement
 - School will utilize Acuity, and use the item analysis's it provide to determine areas of high need
 - School will use the data provided by the Progress Report. Using City and State data, the school will be able to further target areas in need of improvement

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

- All at-risk sub-groups of students are slotted to attend the Extended Day program, well they will receive assistance in skill building.
- Extended Day, independent reading time, an afterschool program, Saturday Academy, and AIS are ways that the school provides additional supports for struggling students.
- In coming sixth grades will take a tour of the school prior to the year beginning in an effort to make the students more comfortable with their future school, go over policy's, specifics for the first day, and our expectations.
- Teachers will create and share student interim progress reports, and for those students at-risk, discussions on interventions will be communicated during grade team meetings and supports will be communicated to the families. Administration will be able track those student's progress and take appropriate action if necessary fail rates at the end of each marking period and developing individualized (AIS, Extended Day, After School Program).
- The PPT team has monthly meetings to discuss students, usually those during poorly academically or having a difficult time behaving and takes actions, if needed, in providing services (Different classroom placements, IEP adaption's, recommend counseling, and provide information to the parents about outside programs).
- Statistical student data is given to the staff during faculty meetings, and weekly grade/content area team meetings. Doing such will open the door for discussion regarding instruction, areas of need, and best practices.
- Important student data is shared between the grade/content area teams and the administration on Google Docs, providing an arena for updating student behavior and performance which the staff can utilize in creating behavior modification or adapting instruction.
- The school provides support to the educators by way of in-house professional development, bringing in outside resources (EduChange), and through conversations with the guidance counselor and SAPIS for the purpose of providing our teachers with various informative sources to support student needs.
- See also the Action Plan section

3. Instruction by highly qualified staff.

87% of teachers are highly qualified

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

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 than in-house development, our teachers and administration will also be going to the following professional developments:

- Harvard Institute
- Network provided professional developments
- Network Instructional rounds
- NCTM Conference
- Understanding Common Core Standards
- Foreign Language Conference
- Aussie led summer retreat
- EduChange sponsored professional development

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

- Working with Network HR person to go over candidates in Integrated Service Center
- Attend job fairs, and through communication with professional contacts
- Recruitment Programs, such as the NYC Teaching Fellows Program, Teach NYC
- Through relationships with Universities (NYU)
- Through an extensive interview process with Administration, Dean of Instruction, and UFT members including questioning and demonstration lessons.
- Teachers are assigned to their areas of certification to the extent possible.
- Administration begins the search for teachers earlier, to ensure improved teacher quality.
- Recruiting through the training of the staffs student teachers, if the opportunity is available and the person is qualified
- Provide ongoing professional development occurs in all departments throughout the school year and in the summer

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

See Parent Involvement Plan/Contract

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

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Teachers make up the Instructional Cabinet in school that meets with the administration to discuss inquiry, instruction, and assessment
 - 1 teacher from each content area acts as the Head of the Department with responsibilities including creating an agenda, leading the meeting, discussing student concerns, sharing best practices, and creating/discussing assessment.
 - The Data Manager provides information to the staff that is then used to drive instruction and create assessments.
 - Grade Teams meet weekly to discuss individual students, best practices, commonalities they've noticed in their classes.
 - Inquiry Projects are required by each content area. The department decides on how the data will be attained and analyzed, sharing the vision of the administration.

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

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

Academic and affective supports are provided to all students. Through student leadership programs, cooperative learning, and mediation programs all aspects of students developmental needs are met. There is also a SAPIS worker who leads our drug/gang prevention program, and leads the Youth Leadership Program in our school.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			176,006	✓	Pg 13
Title I, Part A (ARRA)	Federal	✓			92,763	✓	Pg 13
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
Part D: TITLE I TARGETED ASSISTANCE SCHOOLS							
IDEA	Federal	✓			112,244	✓	Pg 13
LEA Note: If a required component is already addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.	Local	✓			1,308,038	✓	Pg 13

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientific based research that strengthens the core academic program of the school and that:

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: 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>

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.)

0 Students in Temporary Housing

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

N/A

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Collaborative Academy of Science, Technology, & La					
District:	1	DBN:	01M345	School		310100010345

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.0	93.1	92.7
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	98	72	88				
Grade 7	94	93	76				
Grade 8	99	90	97				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	1	1				
Total	292	256	262				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.1	96.2	96.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	86.6	80.8	85.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	5	3

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	1	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	14	21	Principal Suspensions	56	12	24
# in Collaborative Team Teaching (CTT) Classes	33	32	34	Superintendent Suspensions	10	23	11
Number all others	15	17	20				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	7	8	TBD	Number of Teachers	24	24	23
# ELLs with IEPs	4	7	TBD	Number of Administrators and Other Professionals	6	5	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	4	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	7	% fully licensed & permanently assigned to this school	100.0	100.0	86.4
				% more than 2 years teaching in this school	0.0	45.8	43.5
				% more than 5 years teaching anywhere	37.5	29.2	30.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	67.0	69.6
American Indian or Alaska Native	0.7	0.4	0.4	% core classes taught by "highly qualified" teachers	93.8	90.4	88.0
Black or African American	18.5	18.4	18.3				
Hispanic or Latino	62.3	61.7	63.0				
Asian or Native Hawaiian/Other Pacific	15.1	16.4	15.3				
White	3.4	3.1	3.1				
Male	50.0	50.8	54.6				
Female	50.0	49.2	45.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	44.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.4	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	8.8	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	27.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	2.3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN103	District 01	School Number 345	School Name C.A.S.T.I.E
Principal Judith De Los Santos		Assistant Principal Brian Zager	
Coach Minnie Shu		Coach	
Teacher/Subject Area Shirley Vargas/ Spanish-ESL		Guidance Counselor Delca Ortiz	
Teacher/Subject Area Jessica Rosner/ELA		Parent Edwin Torres	
Teacher/Subject Area Jarah Magan/ Science		Parent Coordinator Kaira Ramos	
Related Service Provider Judy Gruen		Other	
Network Leader Yuet Chu		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	260	Total Number of ELLs	17	ELLs as Share of Total Student Population (%)	6.54%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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 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

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 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.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

- | | | | | | | | | | | | | | |
|---|-------------------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|----|--------------------------|----|--------------------------|----|--------------------------|
| K | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | | |
| 6 | <input checked="" type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 | <input checked="" type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | <input type="checkbox"/> | 11 | <input type="checkbox"/> | 12 | <input type="checkbox"/> |

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							1	1	1					3
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	8
SIFE		ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7		4	7	0	3	3	0	1	17
Total	7	0	4	7	0	3	3	0	1	17

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other							0							0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	2	6					13
Chinese							1	1	1					3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	7	3	7	0	0	0	0	17

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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 approach 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 instructional approach 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 happen 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 have 4 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 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 also offers 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 8:00am-8:38am, 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.

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 17 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.

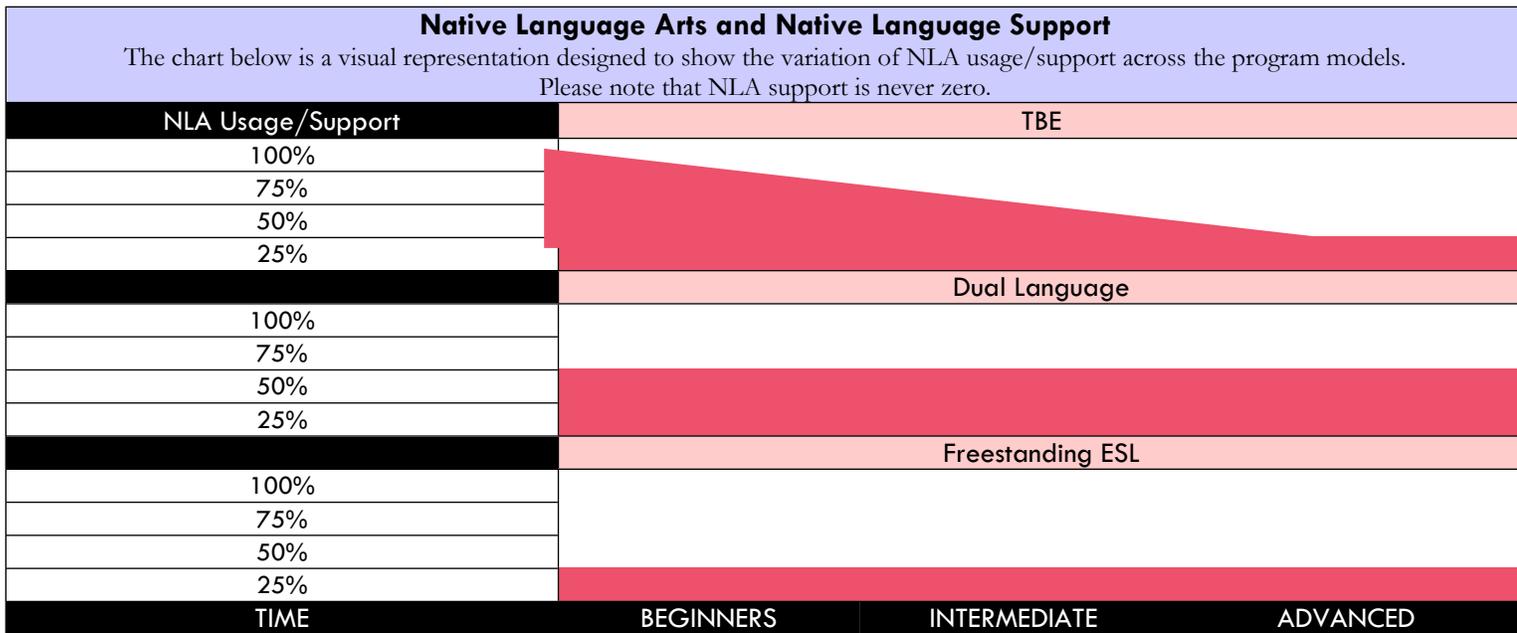
For our pull-out model, we focus on vocabulary building tasks and strategies and focus on academic language building. The ESL instruction is carefully aligned with all state standards and as well with what is being taught in the classroom. The ESL teacher teaches strategies that can be applied across 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.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

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. 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 reintegrated into more language-oriented SWE, such as Boys/Girls Book Club, yearbook staff, Chess Club, Word Games and Fitness.

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.

A focus on our former ELLs is also a major component of our program. Once an ELL reaches proficiency, the ESL teacher continues to keep in contact with those particular students. For the next two years, 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.

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 handson 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

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.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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. 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.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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.

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.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	0					0
Intermediate(I)							3	1	3					7
Advanced (A)							5	1	4					10
Total	0	0	0	0	0	0	8	2	7	0	0	0	0	17

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6		4		4		0		0	8
7		2		0		0		0	2
8		4		3		0		0	7
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		3		0		2		8
7	1		1		0		0		2
8	2		4		1		0		7
NYSAA Bilingual Spe Ed	0		0		0		0		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		3		2		0	0	6
NYSAA Bilingual Spe Ed	0	0	0		0		0		0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	0		2		4		0		6
NYSAA Bilingual Spe Ed	0		0		0		0		0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Listening 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. 60% of our 6th grade

ELLs are a Level I in the ELA exam and 40% are a Level II, 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 IV.

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.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		