



PABLO CASALS MIDDLE SCHOOL 181

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 11X181
ADDRESS: 800 BAYCHESTER AVENUE, BRONX, NY 10475
TELEPHONE: 718-904-5600
FAX: 718-904-5620

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 181 **SCHOOL NAME:** Pablo Casals

SCHOOL ADDRESS: 800 Baychester Avenue, Bronx, NY 10475

SCHOOL TELEPHONE: 718-904-5600 **FAX:** 718-904-5620

SCHOOL CONTACT PERSON: Peter Mastropolo **EMAIL ADDRESS:** pmastro@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Donna Ridley

PRINCIPAL: Christopher Warnock

UFT CHAPTER LEADER: Stephen Block

PARENTS' ASSOCIATION PRESIDENT: Janelle Williams

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** 608

NETWORK LEADER: Rudy Rupnarain

SUPERINTENDENT: Elizabeth White

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

| Name | Position and Constituent Group Represented | Signature |
|-------------------------|--|-----------|
| Christopher Warnock | *Principal or Designee | |
| Peter Mastropolo | *UFT Chapter Chairperson or Designee | |
| Janelle Williams | *PA/PTA President or Designated Co-President | |
| Ariana Sanquiche | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Peggy Allicock | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Regina Y. Brewton-Smith | Member/ Parent | |
| Isabel Fletcher | Member/ Parent | |
| Ariana Sanquiche | Member/ Parent | |
| Vernessa Taswell-Carter | Member/ Parent | |
| Andrea Weston-Robinson | Member/ Parent | |
| Evelyn Brooks | Member/ Teacher | |
| Constantine Kouvatsos | Member/ Teacher | |
| Jeremy Kabinoff | Member/ Assistant Principal | |
| Donna Ridley | Member/ Assistant Principal | |

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Vision

We see our school as a community where all members – students, staff and parents – support each other. We address, accept, and meet the needs of individuals and create an atmosphere where learning, creativity, and participation take place. Ideally, the members of our community will be lifelong participants in our school and society. They will have long term goals, high self-esteem, respect for themselves and all others. The members will develop decision-making skills, critical thinking skills, and the ability to communicate effectively.

Mission

Middle School 181, along with parents and the home community, endeavors to create an environment that allows each child to develop his or her individual talents and abilities. This is done under the umbrella of respect, safety, responsibility, and integrity. We embrace standards-driven instruction using the Workshop Model, and strive to create problem solvers and independent thinkers who will become lifelong learners and productive citizens.

Description

Nestled in the Northeast section of the Bronx, Pablo Casals Middle School 181 is located at 800 Baychester Avenue in Co-Op City. Built in 1972, Middle School 181 is part of the Northeast Bronx Education Park. It is part of the Children First Network 608, Community School District 11.

Our population of 584 children include students in general education, special education, and the gifted and talented program. The students in grades 6-8 comprise two small learning communities.

Middle School 181 provides an opportunity for students to take part in a Regent's Acceleration program in Math, Science and Spanish. A scheduled talent program, which includes technology, robotics, drama, music, art, book clubs, cultural exploration, service league, and the "Go Green" recycling club are offered to 7th and 8th grade students. For remediation, academic intervention services are available for at risk students during and after school.

Middle School 181 embraces technology through the use of SMART boards and projectors which are installed in every classroom. Our library has been advanced technologically through a grant of \$750,000. In addition, a new research room is being designed that will be equipped with wireless internet service, Apple and Dell computers, a free standing lap top cart, and SMART tables.

Other programs including CHAMPS fitness program, Specialized High School Preparation, TASC Step-Up, and Robotics provide an opportunity for children to participate in activities of interest after school.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | |
|---|-----------------------|---------|---------|-------------------|---|---------|----------|---------|--|
| School Name: | I.S. 181 Pablo Casals | | | | | | | | |
| District: | 11 | DBN: | 11X181 | School BEDS Code: | 321100010181 | | | | |
| DEMOGRAPHICS | | | | | | | | | |
| Grades Served: | Pre-K | | 3 | | 7 | √ | 11 | | |
| | K | | 4 | | 8 | √ | 12 | | |
| | 1 | | 5 | | 9 | | Ungraded | √ | |
| | 2 | | 6 | √ | 10 | | | | |
| Enrollment | | | | | Attendance - % of days students attended: | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | |
| Pre-K | 0 | 0 | 0 | | | 93.9 | 94.6 | 94.0 | |
| Kindergarten | 0 | 0 | 0 | | | | | | |
| Grade 1 | 0 | 0 | 0 | | Student Stability - % of Enrollment: | | | | |
| Grade 2 | 0 | 0 | 0 | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | |
| Grade 3 | 0 | 0 | 0 | | | 94.2 | 94.2 | 97.1 | |
| Grade 4 | 0 | 0 | 0 | | | | | | |
| Grade 5 | 0 | 0 | 0 | | Poverty Rate - % of Enrollment: | | | | |
| Grade 6 | 165 | 200 | 219 | | (As of October 31) | 2008-09 | 2009-10 | 2010-11 | |
| Grade 7 | 216 | 169 | 205 | | | 47.0 | 69.2 | 71.5 | |
| Grade 8 | 200 | 223 | 177 | | | | | | |
| Grade 9 | 0 | 0 | 0 | | Students in Temporary Housing - Total Number: | | | | |
| Grade 10 | 0 | 0 | 0 | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | |
| Grade 11 | 0 | 0 | 0 | | | 0 | 7 | 14 | |
| Grade 12 | 0 | 0 | 0 | | | | | | |
| Ungraded | 0 | 0 | 1 | | Recent Immigrants - Total Number: | | | | |
| Total | 581 | 592 | 602 | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | |
| | | | | | | 4 | 1 | 2 | |
| Special Education Enrollment: | | | | | Suspensions (OSYD Reporting) - Total Number: | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | |
| # in Self-Contained Classes | 90 | 69 | 58 | | Principal Suspensions | 55 | 34 | 26 | |
| # in Collaborative Team Teaching (CTT) Classes | 29 | 34 | 35 | | Superintendent Suspensions | 8 | 13 | 12 | |
| Number all others | 33 | 30 | 38 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | Special High School Programs - Total Number: | | | | |
| | | | | | (As of October 31) | 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: | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | | Number of Teachers | 50 | 50 | 47 | |
| # in Dual Lang. Programs | 0 | 0 | TBD | | | | | | |
| # receiving ESL services only | 11 | 18 | TBD | | | | | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | |
|--|---|---------|---------|---|-----------------|---------|---------|---------|---------|
| # ELLs with IEPs | 8 | 9 | TBD | Number of Administrators and Other Professionals | 15 | 16 | 11 | | |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | 4 | 3 | 7 | | |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | | | |
| | 2007-08 | 2008-09 | 2009-10 | <i>(As of October 31)</i> | | | 2007-08 | 2008-09 | 2009-10 |
| <i>(As of October 31)</i> | 5 | 2 | 14 | % fully licensed & permanently assigned to this school | | | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | | | 82.0 | 80.0 | 91.5 |
| | | | | % more than 5 years teaching anywhere | | | 78.0 | 76.0 | 89.4 |
| Ethnicity and Gender - % of Enrollment: | | | | % <i>Masters Degree or higher</i> | | | 88.0 | 90.0 | 93.6 |
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | % core classes taught by "highly qualified" teachers (NCLB/SED) | | | 81.8 | 87.9 | 87.4 |
| American Indian or Alaska Native | 0.2 | 0.3 | 0.3 | | | | | | |
| Black or African American | 57.7 | 61.1 | 65.4 | | | | | | |
| Hispanic or Latino | 32.9 | 28.9 | 26.4 | | | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 4.8 | 5.4 | 4.0 | | | | | | |
| White | 4.1 | 3.2 | 3.8 | | | | | | |
| Male | 52.8 | 53.7 | 52.7 | | | | | | |
| Female | 47.2 | 46.3 | 47.3 | | | | | | |
| 2009-10 TITLE I STATUS | | | | | | | | | |
| √ | Title I Schoolwide Program (SWP) | | | | | | | | |
| | Title I Targeted Assistance | | | | | | | | |
| | Non-Title I | | | | | | | | |
| Years the School Received Title I Part A Funding: | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | | |
| | | | | | | √ | √ | | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | | | |
| SURR School (Yes/No) | If yes, area(s) of SURR identification: | | | | | | | | |
| Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance: | | | | | | | | | |
| | Phase | | | | Category | | | | |
| | In Good Standing (IGS) | √ | Basic | Focused | Comprehensive | | | | |
| | Improvement Year 1 | | | | | | | | |
| | Improvement Year 2 | | | | | | | | |
| | Corrective Action (CA) – Year 1 | | | | | | | | |
| | Corrective Action (CA) – Year 2 | | | | | | | | |
| | Restructuring Year 1 | | | | | | | | |
| | Restructuring Year 2 | | | | | | | | |
| | Restructuring Advanced | | | | | | | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|--|--------------------------------|----------|----------|--|------|-------------|-----------------|
| Individual Subject/Area AYP Outcomes: | | | | | | | |
| <u>Elementary/Middle Level</u> | | | | <u>Secondary Level</u> | | | |
| ELA: | √ | | | ELA: | | | |
| Math: | √ | | | Math: | | | |
| Science: | √ | | | Graduation Rate: | | - | |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |
| | <u>Elementary/Middle Level</u> | | | <u>Secondary Level</u> | | | |
| Student Groups | ELA | Math | Science | ELA | Math | Grad Rate** | Progress Target |
| All Students | √ | √ | √ | | | - | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | - | - | | | | | |
| Black or African American | √ | √ | | | | | |
| Hispanic or Latino | √ | √ | | | | - | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | - | - | - | | | | |
| Multiracial | - | - | - | | | | |
| Students with Disabilities | | | | | | | |
| Limited English Proficient | √ | √ | | | | | |
| Economically Disadvantaged | √ | √ | | | | - | |
| Student groups making AYP in each subject | 5 | 5 | 1 | | | 0 | |
| CHILDREN FIRST ACCOUNTABILITY SUMMARY | | | | | | | |
| Progress Report Results – 2009-10 | | | | Quality Review Results – 2009-10 | | | |
| Overall Letter Grade: | B | | | Overall Evaluation: | NR | | |
| Overall Score: | 59.5 | | | Quality Statement Scores: | | | |
| Category Scores: | | | | Quality Statement 1: Gather Data | | | |
| School Environment: | 8.1 | | | Quality Statement 2: Plan and Set Goals | | | |
| (Comprises 15% of the Overall Score) | | | | Quality Statement 3: Align Instructional Strategy to Goals | | | |
| School Performance: | 11.6 | | | Quality Statement 4: Align Capacity Building to Goals | | | |
| (Comprises 25% of the Overall Score) | | | | Quality Statement 5: Monitor and Revise | | | |
| Student Progress: | 37.3 | | | | | | |
| (Comprises 60% of the Overall Score) | | | | | | | |
| Additional Credit: | 2.5 | | | | | | |
| KEY: AYP STATUS | | | | KEY: QUALITY REVIEW SCORE | | | |
| √ = Made AYP | | | | U = Underdeveloped | | | |
| √ ^{SH} = 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 | | | | | | | |

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?
-

Middle School 181 received an overall Progress Report Grade of "B" for the 2009-2010 school year. However, an "A" was received in the category of Student Progress with 69% of the student population making at least one year's progress in ELA and 68% of students making one year's progress in Math. The school's lowest 1/3 students making at least one year's progress is about 78% in ELA and 73% in Math. Exemplary proficiency gains of 25% were made by the CTT students in ELA (Percent at Proficiency), 58% gains for Lowest Third Citywide in ELA and 46.8% gains for Self-Contained/CTT/ SETSS in Math (Percent at 75th Growth Percentile or Higher).

A significant aid to the school's continuous improvement is a staff dedicated to understanding and using data to drive instruction to enhance student performance. The school's AIS program has had a very positive effect on student progress and therefore supports the continuous advancement of MS 181. For the 2009-2010 school year, one class on each grade level has been divided into 2 smaller classes. These at risk students will be able to receive a more personalized instruction to meet their needs in a smaller class setting. This type of instruction will enable teachers to track and monitor the individual needs and progress of each student. Another means of helping the students at MS 181 is the incorporation of a Talent program that engages and broadens their interest in the curriculum through book clubs, robotics, instrumental music, art, cultural exploration, and technology. MS 181 is a School in Good Standing for 2009-2010 according to the Accountability Status.

The use of technology in Core curriculum areas is fully implemented for 2010-2011. The installation of SMART boards in every classroom as well as additional computers in all Special Education rooms enable teachers to use a more interactive instructional approach to increase student interest and independent learning. A new technologically advanced library has been completed and a lab equipped with computers, wireless internet, lap tops, and SMART tables will be available to students for research. The 37.5 minutes takes place at the end of the school day for students in grades 6 through 8 having difficulties with concepts in ELA, Math, Science, and Social Studies. An afternoon intervention program will begin in November targeting specific student needs in areas of ELA and Math, including remediation and test preparation. Students with Disabilities will continue to be assessed and monitored in all content areas.

The school hopes to continue student improvement, data driven instruction and an increased use of technology through continued professional development before, throughout and after the school day. The professional development opportunities will vary by topic and individual staff need.

Parental involvement is essential to MS 181's success. Communication with parents is a barrier that we need to address. According to the Learning Environment Survey Report, parental communication averages to a disappointing 6.4 for the past 3 years. To increase parental involvement and support, the school finds it necessary to be more diligent in communicating with parents through the use of regular progress reports, monthly meetings with parent coordinator and community based functions and activities. Teachers are encouraged to use the TeacherEase web-based program to keep parents informed on the daily progress of each student. Additionally, all classroom teachers will continue to develop a Weebly website as a means to communicate to parents the daily requirements of all students in all subject areas. For example, homework assignments, tests and other classroom requirements are maintained everyday so parents will be aware of their child's academic responsibilities. We hope that this will help to improve the level of communication between the school and home community.

Other areas of academic concern that will be address this school year are a monitoring program for sixth grade science, a new writing program for ELA, and team collaboration to improve math performance. A tracking system will be used by the sixth grade science teacher to monitor the students. Monthly meetings with the Assistant Principal will be held to discuss progress and needs. The ELA Department will launch a pilot writing program entitled: **Implementing an Effective Writing Program Using the 6 Traits of Writing**. This program should enhance the writing skills of the students and enable them to apply such skills to core curriculum areas. The math department will meet collaboratively in teams to study data and plan strategies to better serve the student population, including remediation and enrichment.

In addition to improving the communication between the parents and school community, we hope to decrease student lateness by using incentives and reward programs to encourage students to attend school on time.

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.

| Annual Goal | Description |
|--|---|
| <p>1. To decrease the number of sixth grade students failing science. 10% of our sixth grade population failed science for the school year. 18 of 181 sixth graders failed the science course for the 2009 - 2010 school year. We will decrease the number of failures in 6th grade science by 20% in the 2010 - 2011 school year.</p> | <p>A better tracking system will be put into place for all sixth grade science students. The science teacher will establish goals and clear expectations for all students, monitor grades, and provide appropriate interventions. Monthly updates will be submitted to the Assistant Principal.</p> |
| <p>2. Decrease student lateness. Over 38% of our students (229) where late more than 10 times during the 2009 - 2010 school year. Our goal is to reduce this number by over 5%.</p> | <p>A school wide outreach program will be used to collect and document attendance and lateness. Monthly feedback sheets will be given to the attendance team. Incentives and reward programs will be established for those students who attend school on time.</p> |
| <p>3. To improve the level of communication between the school (teachers) and community (home, parents, students, etc). According to our 2009 - 2010 progress report our school received a disappointing 6.7 in the school environment section for communication. Our goal is to improve the level of communication between the school and the home community and show an improvement to 6.9 for 2010 - 2011.</p> | <p>School and teacher websites will be monitored on a weekly basis by the Administration. The Parent Coordinator will establish an ongoing communication to support those parents who do not have internet access. The Administration will hold informative parent workshops throughout the course of the school year.</p> |

4. 53% of the students did not meet ELA grade level standards in 2009 - 2010. 47% of our children performed at or above grade level according to the 2010 state exam results. The 2010 - 2011 goal is to improve this percentage to a minimum of 50%.

Programs such as Acuity, Study Island, Prescriptive Instruction, Ed Performance, and Read About will be used to differentiate instruction. The school will also pilot: "Implementing an Effective Writing Program Using the 6 Traits of Writing."

5. To increase the number of students performing at or above grade level on the 2011 state math exam. According to the results of the 2010 state math exam only 52% of students met the state standard. Our goal is to increase the percentage of students at or above grade level to a minimum of 55%

Collaborative grade level teams will meet weekly to analyze data to drive instruction. Unit mastery exams and charts will be used each quarter to monitor individual student progress. Assign time each week for student remediation on Acuity, Study Island, or Prescriptive Instruction.

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): Science

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To decrease the number of sixth grade students failing science. 10% of our sixth grade population failed science for the school year. 18 of 181 sixth graders failed the science course for the 2009 - 2010 school year. We will decrease the number of failures in 6th grade science by 20% in the 2010 - 2011 school year.</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> | <ul style="list-style-type: none"> • Collect and document trends and reasons for said failures. This will be done on a quarterly basis after each of the quarterly exams • Establish goals and clear expectations for all students at the end of each monthly unit assessment • Monthly updates submitted by the teacher to the assistant principal • Monitor report card grades throughout the school year • Give appropriate interventions, bimonthly, at the completion of each unit by topic • Purchase necessary materials |

| | |
|---|---|
| <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>Purchase science materials and supplies (\$2000); Purchase Renzulli Enrichment Program (\$5000); Professional Development for teachers \$2000 – Fair Student Funding</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Monthly e-mail blast through Teacher Ease • 5 week mid-marking period progress reports through Teacher Ease • Study data trends, standard item analysis from Apperson Education Products, after the Unit Assessment are given at the end of each quarter. • Monitor report card grades • A gain of 12% is projected |

Subject/Area (where relevant): Lateness

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Decrease student lateness. Over 38% of our students (229) were late more than 10 times during the 2009 - 2010 school year. Our goal is to reduce this number by over 5% by the end of school year 2010 - 2011.</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> | <ul style="list-style-type: none"> • Collect and document daily attendance and lateness • Follow the school wide outreach policy throughout the 2010-2011 school year • School wide incentive programs and scheduled celebrations events two times a year (Winter and Spring) • Monthly feedback sheet given to attendance team |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p> | <p>Celebration and Events (\$10,000) funded by the TL I, 1 time allocation set aside for celebratory events; Staff and parent volunteers host said celebrations and events</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <ul style="list-style-type: none"> • Daily Attendance Records • Daily Outreach binder • Quarterly Incentive Charts • Minutes & Agendas of monthly attendance meetings • Monthly Parent Conferences • The projected gain is to decrease the student lateness by 5% |

Subject/Area (where relevant): Communication

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Improve the level of communication between the school and the home. According to our 2009 - 2010 progress report our school received a disappointing 6.7 in the school environment section for communication. Our goal is to improve the level of communication between the school and the home community and show an improvement to 6.9 for 2010 - 2011.</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>This new online communication tool will be supported via:</p> <ul style="list-style-type: none"> • Staff developments and meetings to discuss putting forth the new online websites (am and pm opportunities) • Weekly Department meetings • Monthly Technology Team Meetings • Monthly Family Nights • Monthly Lunch and Learns • Buddy System • Monthly discussions with the School Leadership Team and the Parents' Association. • Administration run parent workshops each quarter • Parent support groups with the Parent Coordinator on an as needed basis • Bimonthly parent meetings with the Parent Coordinator in order to support parents without internet access |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p> | <p>NYSTL money for Technology, hardware/software, parent involvement nights. Parent Resource Center using Title I parental involvement money(1%); All staff in varied roles involving communication between school and parents (i.e. written and personal contact, and e-mails using Teacher Ease and Weebly)</p> |

Indicators of Interim Progress and/or Accomplishment

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

- Agendas of meetings – weekly and monthly
- Bimonthly collection of all MS 181’s teacher websites (Teacher Ease and Weebly)
- Monthly observations through the M.S. 181 main website
- Teacher Participation Sheets
- Weekly monitoring by administration of teacher websites (Teacher Ease and Weebly)
- Technology cohort leader logs
- Teacher Surveys/Feedback Sheets
- School Environment Survey
- An increase of 6.9 on the level of communication section of the school environment survey

English Language Arts

Subject/Area (where relevant): _____

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To address the 53% of students who did not meet ELA grade level standards in 2009 - 2010. In 2009 - 2010 47% of our children performed at or above the grade level standard according to the 2010 state exam results. Our goal for the 2010 - 2011 school year is to improve this percentage to a minimum of 50%.</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> | <ul style="list-style-type: none"> • The Literacy Teachers will differentiate remedial instruction as per the needs of the students with IEPs, ELLs, and students performing below grade level • The Literacy Teachers will infuse technology into the remediation process. Remedial instruction through the use of Study Island (monthly), Prescriptive Instruction (weekly), Ed Performance (3 times per year), Read About (weekly), and the Acuity computer programs (monthly). • To use the 37 ½ minute time block for individualized student need based data driven remedial instruction for students with IEPs, ELLs, and those performing below grade level (3 days per week). • To pilot a school wide writing program entitled: Implementing an Effective Writing Program Using the 6 Traits of Writing • To implement the Rewards writing program with the entire school. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p> | <p>50% of NYSTL money for software, hardware and textbook budgets. After school programs (\$10,000 per session) for teachers-Fair Student Funding</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <ul style="list-style-type: none"> • Weekly monitoring of websites to ensure that the students are utilizing the programs • Review Tech program data to record, analyze student performance, and drive instruction (monthly) • Student production of clear and coherent writing in which the development, |

| | |
|--|--|
| | <p>organization and style are appropriate to task, purpose and audience</p> <ul style="list-style-type: none">• Teacher observation of effective remediation protocols (monthly)• Quarterly Exams (Teacher)• Periodic Assessments (3 times per year)• At least 50% of the student body will perform at or above grade level for the 2010-2011 school year |
|--|--|

Subject/Area (where relevant): Mathematics

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To increase the number of students performing at or above grade level on the 2011 state math exam. According to the results of the 2010 state math exam only 52% of students met the state standard. Our goal is to increase the percentage of students at or above grade level to a minimum of 55% for the 2010-2011 school year.</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> | <ul style="list-style-type: none"> • Administration of the Ed-performance diagnostic (computer based assessment) for the students with IEPs, ELLs, and students performing below grade level in collaboration with Assistant Principal, Math Coach, and Special Education Math Teachers. • Weekly meetings held to assess student performance and future student assignments. • Pre-test/Interim quarterly assessments/Post-tests, school created from Acuity web-site – supports the school-wide technology initiative. • Weekly Inquiry Team Meetings to analyze data and plans of action. • Once a week reservations for students to work on student deficiencies via computer program; Prescriptive Instruction or Acuity. Budget allocation for purchase of program. • Budget allocation for training and support materials |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p> | <p>50% of NYSTL money for software, hardware and textbook budgets. After school programs (\$10,000 per session) for teachers – Fair Student Funding</p> |

Indicators of Interim Progress and/or Accomplishment

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

- Quarterly student tracking sheets (short-terms)
- Interim quarterly assessments (Performance based)
- Gains report from Prescriptive Instruction Program (short-terms).
- Student usage reports from Prescriptive Instruction Program (short-terms)
- Lessons passed/failed reports from Prescriptive Instruction (short-terms).
- Progress determination on final Ed-performance exam (Criterion Reference tests; Long-term)
- Progress monitored from Acuity pre/post tests as well as Acuity created interim assessments (short and long term)
- Final determination from scores on NYS Math exam and school accountability report.
- To increase the percentage of total students performing at or above grade level in math to, at least, 55%

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 | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | 53 | 51 | 8 | 12 | 30 | 0 | 0 | 4 |
| 7 | 63 | 61 | 7 | 6 | 22 | 0 | 0 | 0 |
| 8 | 72 | 67 | 11 | 7 | 20 | 0 | 2 | 0 |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|--|
| ELA: | <p>One General Education class on each grade level (6, 7, & 8) receives AIS during the school day. These classes are divided into small groups, 8 periods per week. Comprehension, writing development, vocabulary, and fluency are addressed during these sessions. In conjunction with the curriculum map, students' needs are addressed through such programs as Prescriptive Instruction, Study Island, Acuity, Renzulli, and Read About. Other 7th and 8th grade students who show weakness in ELA skills meet 4 periods per week during talent periods. Further intervention is given to students in grades 6-8 during 37.5 minutes at the end of the school day. All Special Education students receive one-to-one or small group intervention based on their academic need. Each session is conducted eight times per week during the school day. The following programs are implemented during this time: Wilson, Month by Month Phonics, Words Their Way, Great Leaps, REWARDS, Reading Streets, as well as strategic instruction in comprehension, vocabulary and writing.</p> <p>An after school program for at risk students meets twice a week for a period of approximately ten weeks leading up to the New York State ELA Assessment. This program that services approximately 100 students focuses on remediation and test preparation.</p> |
| Mathematics: | <p>All Special Education students receive one-to-one or small group intervention based on their academic need. Each session is conducted eight times per week using Math Steps, Math Triumphs, Prescriptive Instruction, Study Island, and Acuity. One General Education class on each grade level (6, 7, & 8) receives AIS during the school day. These classes are divided into small groups, 8 periods per week. In conjunction with the Impact Program the students needs are addressed through the afore mentioned computer programs. Other 7th and 8th grade students who exhibit weakness in math skills meet 4 periods per week during talent. Further intervention is given to students in grades 6-8 during 37.5 minutes at the end of the school day. An after school program for at risk students meets twice a week for a period of approximately ten weeks leading up to the New York State Math Exam. This program that services approximately 90 students focuses on remediation and test preparation.</p> |
| Science: | <p>General Education students in grades 8 receive interventions during talent periods 4 periods per week using Study Island. 6th and 7th graders receive skills instruction 3 times per week during 37.5 minutes using internet based programs. Special Education teachers use project based instruction to reinforce skills.</p> |

| | |
|--|---|
| Social Studies: | General Education students in grades 6-8 receive intervention during the 37.5 minute period at the end of the school day 3 times per week. The teachers use internet programs through Pearson and the Social Studies Skills Tutor. AIS instruction integrates core curriculum with reading and writing skills. Special Education teachers use project based instruction in conjunction with the curriculum. |
| At-risk Services Provided by the Guidance Counselor: | One-to-one/small group counseling during the school day. |
| At-risk Services Provided by the School Psychologist: | Crisis intervention during the school day (in emergency situations). Testing for tri-annuals, reevaluations, and initial EPCs. |
| At-risk Services Provided by the Social Worker: | Educationally Related Support Services (E.R.S.S.) – one-to-one/small group counseling during the school day, parent education and outreach, collaboration with school staff, meeting with PPIT, referring students to community based organizations. |
| At-risk Health-related Services: | The school nurse helps students with health related issues such as diabetes and asthma, on a daily and/or as needed basis. |

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) 6-8 Number of Students to be Served: 15 LEP Non-LEP

Number of Teachers 1 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.

MS 181 has a free standing ESL program that currently serves 15 children. One ESL teacher offers two periods of ESL each day and three periods of ESL AIS each week after school for 37.5 minutes. The program serves both general education and special education with English being the only language of instruction. There are 5 English Language Learners in 6th grade, 2 students in 7th grade and 8 students in 8th grade. 12 students are Hispanic, one 8th grade student is Russian, one 8th grader is from Africa and one 8th grade student is from Haiti, both of whom speak French.

Using the home language survey as a guide, new students are given the Lab-R within the first ten days of entering school and their English language needs are assessed. The ESL teacher in conjunction with the principal and the parent coordinator conducts a parent orientation. A video describing the various choices of language programs is shown. At this time, the parents are requested to make a choice of language program that they desire for their child. At MS 181, the parents consistently choose to have their children placed in our ESL class and remain at the school. Students are placed in class according to their scores on the Lab-R. Each year in May, the NYSESLAT exam is given. Students who score at the beginning and intermediate levels receive 360 minutes of ESL instruction per week and students in the advanced level receive 180 minutes of instruction per week. Proficient students meet periodically with the ESL Teacher and continue to receive testing accommodations for 2 years after passing the NYSESLAT.

In the 6th grade, 3 students scored at the advanced level, 1 at the intermediate level, and 1 at the beginning level. In the 7th grade, 2 students scored at the intermediate level. In the 8th grade, 4 students scored at the intermediate level, 3 scored at the beginning level, and 1 scored at the advanced level. Students have the highest scores in speaking, followed by listening. Reading scores come next and writing scores are fourth. ELA scores are 1s, 2s & 3s, with Math scores at 1s and 2s. The implications for the Lap for MS 181 are since the majority of the students scored higher in listening and speaking, we would capitalize on this to enhance reading and writing scores. The use of read alouds and responses to literature will be stressed. More math work will be incorporated into the ESL curriculum stressing math vocabulary, problem solving, and computation.

Reading, writing, speaking, and listening are incorporated into the ESL lessons. The program uses an additive approach building on a child's prior knowledge. At MS 181, reading and writing skills in English and the content areas are being addressed through the implementation of the components of a comprehensive literacy approach. According to our review of the scores, receptive language and speaking are higher than the children's reading and writing capabilities. The ESL program capitalizes on the child's listening strength by daily read alouds using award winning and multicultural stories. This enables the children to hear and appreciate beautiful language while familiarizing them with new vocabulary and the rhythm and fluency of the English language. Mini-lessons address group and individual needs and include scaffolding strategies. Those children that are still struggling with a particular skill or strategy are then part of a teacher guided reading lesson.

Writing goes hand and hand with reading and builds on previous skills. The children write responses to the reading passages. Graphic organizers are used to encourage organization in their writing. Peer and individual editing is encouraged. A rubric helps the children monitor their own learning.

In math, the children practice computational skills with the use of manipulatives. Key words are reviewed and the language of story problems is covered.

The students at the advanced level of ESL are meeting expectations and the standards in their content area classes with the support of the ESL teacher. Intermediate students are working toward achieving expectations in the content area. ESL instruction supports classroom activities. Beginning students are mastering the English language so that they too can achieve proficiency in both English and the content area. ESL instruction emphasizes survival skills and basic vocabulary that will help the student in the content areas. Long term ELL's are given extra support on projects, book reports, etc.

Students who reach proficiency continue to meet with the ESL teacher for help in projects, reports or any class assignments that are causing the student difficulty. Test modifications will be provided to the proficient students for an additional two years following the passing of the NYSESLAT. The ESL children, who have difficulties mastering skills and who have been in ESL for a number of years, are offered additional academic support during the school day. These students would also be included in a 37.5 minute AIS program after school.

A variety of instructional materials are used according to the needs of the group. Manipulatives are used for math, listening tapes leveled from beginning to advanced, are incorporated into lessons. Reading materials include novels, magazines, short stories, poetry, etc. Scott Foresman ESL, English at You Command, In the Middle, and Side By Side are some of the series used.

At this time there are 3 SIFE children at MS 181. The SIFE students' needs are evaluated through various assessments and the results of this data are used to drive instruction in ESL and the content areas.

The ESL teacher communicates with the classroom teacher on a regular basis, attends grade level meetings and reviews curriculum maps with the grade team. Informal articulation and sharing of information with the classroom teacher is done on a weekly basis.

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.

The ESL teacher attends BETAC meetings at Fordham University and turnkeys this information to other faculty and staff who instruct ELLs. In addition, classroom teachers are informed of the various courses offered at BETAC and other colleges and universities the metropolitan area.

Section III. Title III Budget

School: MS 181 BEDS Code: 321000010181

| 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 | | |
| Purchased services - High quality staff and curriculum development contracts. | | |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | | Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Parents are given a language survey to complete upon registration which indicates the primary language used at home and the level of English proficiency established by various family members living in the household. There are 2 parents who require written translation and oral interpretation in Spanish. One family is able to have the translations done by the children who are fluent in both English and Spanish. The few Non-English speaking families are ably assisted in their needs by the Parent Coordinator and office personnel, who are fluent in Spanish and Italian.

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

MS 181 is primarily an English speaking community. On extremely rare occasions, information is available to parents in Spanish and Italian.

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.

Several staff members have excellent written communication skills in both Spanish and Italian. When necessary, written translations will be provided in-house.

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.

Several staff members have excellent oral communication skills in both Spanish and Italian. When necessary, oral translations will be provided in-house.

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>.

Parental notification of translation and interpretation services is provided at the time of registration and, at the beginning and throughout the school year.

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: | | \$ 602,663 | \$ 602,663 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | | \$ 6,022 | \$ 6,022 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | | * | |

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.

* 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**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

DEPARTMENT OF EDUCATION OF THE CITY OF NEW YORK

PABLO CASALS MIDDLE SCHOOL 181

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SCHOOL PARENTAL INVOLVEMENT POLICY

PART I: GENERAL EXPECTATIONS

Pablo Casals Middle School 181 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents consistent with Section 118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with all parents.
- 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans 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’s PAC (parent advisory committee) will involve all parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.

- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

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- Parent Involvement of the ESEA

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Pablo Casals Middle School 181 will take the following actions to involve parents in the joint development of the Parental Involvement plan

- Involve parents in discussions regarding the Parental Involvement Plan at PA meetings
- PA Executive Board members of Middle School 181 will be involved with District personnel

2. PA Executive Board members of Middle School 181 will take the following actions to involve parents in the process of school review and improvement.

- Parent members of the school leadership team will participate in the Quality Review of the School
- Parents will be interviewed as part of the school’s Quality Review
- Parent surveys will be a vital part of the School’s Progress Report process

3. PA Executive Board members of Middle School 181 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies

4. PA Executive Board members of Middle School 181 will take the following actions to conduct, with the involvement of parent, 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 about 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.

- An evaluation will be conducted at two Spring PA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.

5. PA members of Middle School 181 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:

- The school will provide assistance to all parents in understanding topics such as the following, by undertaking the action described in this paragraph

- the State's academic content standards;
- the State's student academic achievement standards;
- the State's and local academic assessments including alternate assessments;
- the requirements of Title I, Part A;
- how to monitor their child's progress;
- how to work with educators.

- The 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 providing:

- Parent workshops and courses dealing with computer training on ARIS, Weebly, Teacher Ease and Study Island.
- Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners

. The 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 in how to implement and coordinate parent programs and build ties between parents and the schools by:

- Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
 - Teachers will have daily access to school telephones and internet access to allow them to communicate with parents in a regular and easy manner
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with and/or encourage participation in activities, such as:
- Involving parents in the regular activities of the school
 - Involving parents in the ARISTA assemblies
 - Student/Community Service Venues (Strides against Breast Cancer, AIDS walk, Toys For Tots)
 - Celebrating Kids Winter Fest and Spring Carnivals
 - Talent Night, Game Night and Student Poetry Blast
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to all parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
- school letters are translated and ELL students are provided with native language letters of school events
 - Translation services information are posted in the school lobby in the appropriate native languages

Part III: DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

Other activities may include:

- 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;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school.

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

DEPARTMENT OF EDUCATION OF THE CITY OF NEW YORK

PABLO CASALS MIDDLE SCHOOL 181

800 Baychester Avenue
Bronx, New York 10475
Telephone: (718) 904 - 5600
FAX (718) 904 - 5620
E – Mail: cwarnoc@schools.nyc.gov

Christopher Warnock
Principal
Jeremy Kabinoff
Nelson Medina
Donna Ridley
Assistant Principals

School-Parent Compact

MS 181, 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 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities

MS 181 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic achievement standards as follows:
2. 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 during the month of November and February/March.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards and Progress reports (Grades 6, 7& 8).
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents will go through a hierarchy; Teacher, Parent Coordinator then Administration to set-up a meetings with teachers.
5. Provide parents opportunities to volunteer and to observe classroom activities, as follows: class trips, Learning Leaders training, open school week (November & March).
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Provide information to parents in an understandable and uniform format.
9. 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.
10. 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.
11. 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:

- 1 Monitoring attendance.
- 2 Making sure that homework is completed.
- 3 Monitoring amount of television their children watch.
- 4 Participating, as appropriate, in decisions relating to my children's education.
- 5 Promoting positive use of my child's extracurricular time.
- 6 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.

- 7 Serving, to the extent possible, on policy advisory groups, such as being the Title I 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

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- 1 Do my homework every day and ask for help when I need to.
- 2 Read at least 30 minutes every day outside of school time.
- 3 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.

SIGNATURES:

SCHOOL

PARENT(S)

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. **See pages 9 and 10**

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Middle School 181 has 6 gifted and talented classes (2 per grade) that receive enrichment in both Math and ELA. They also prepare to take Regents Exams in Integrated Algebra and Earth Science by the eighth grade.

For General and Special Education students (**See pages 23 and 24**); For ELLs (**See pages 26 and 27**)

Materials are provided for both remediation and enrichment based on the individual need of the student.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.

Students in the gifted and talented program are able to attend a Specialized High School Preparation program. MS 181 offers classes to help students in the gifted and talented program prepare for the Math and Earth Science Regents Exam.

- o Meet the educational needs of historically underserved populations.

Special Education students utilize Reading Streets; a reading, writing and grammar program that is based on the student's reading level. Additionally, leveled classroom libraries and leveled reading and writing technology programs, such as Read About and Clicker have been purchased to meet Special Education student's needs.

ELL students have been provided with books on tape and low level phonics based materials to better serve their need. The ESL teacher is providing all teachers with a data communication form allowing teachers to understand which learning styles and intervention methods will work best for the ELL student in their class in all content areas.

- 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.

3. Instruction by highly qualified staff.

Highly qualified teachers will be used for small group instruction, academic intervention and data collection and analysis. This enables teachers to provide needs based instruction so that students can meet the state academic standards.

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.

Assistant Principals along with the Literacy and Math Coaches meet with teachers to provide ongoing Professional Learning Opportunities on data, resources, technology and other content specific areas.

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

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

Both the ELA and Math departments hold various academic day and evening instruction to parents allowing them to better serve the instructional needs of their child. Family literacy and math informative nights, various website and computer based program trainings such as Weebly, TeacherEase, Study Island, Acuity, and ARIS, are provided for the parents to assist them in monitoring the progress of their child.

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.

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.

At the beginning of the school year, Ed Performance is used as a diagnostic base-line tool to determine student levels in ELA and Math. At mid-year and year end it is used to assess student progress. Quarterly exams are administered. Teachers use the quarterly exams to monitor progress and growth, drive instruction or provide remediation and/or enrichment.

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.

Students are diagnosed in September and if according to the data are in need of additional academic assistance, they are tutored in a small group setting with students that have a similar academic need. Students that are in need of assistance placed into a Math and ELA test preparation program before the NYS exams. Additionally, students are scheduled for intervention in an AIS class during the school day according to their need in both ELA and Math three to four times per week.

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.

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.

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,</i> | Program Funds Are “Conceptually” ¹ Consolidated | Amount Contributed to Schoolwide Pool | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of |
|--------------|--|---|--|---|
|--------------|--|---|--|---|

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.

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

| | or Local) | in the Schoolwide Program (✓) | | | (Refer to Galaxy for FY'11 school allocation amounts) | 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 | | | | | | |
| Title I, Part A (ARRA) | Federal | | | | | | |
| Title II, Part A | Federal | | | | | | |
| Title III, Part A | Federal | | | | | | |
| Title IV | Federal | | | | | | |
| IDEA | Federal | | | | | | |
| Tax Levy | Local | | | | | | |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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.

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: MS 181 is a School in Good Standing for 2010-2011 **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: Not Applicable to this school

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

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). **6**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
The following will be made available to those Students in Temporary Housing: school supplies, including notebooks, folders, pens, pencils, clothing, food, etc.; AIS & computer programs for remediation & enrichment, such as Study Island and Prescriptive Education will be used during the school day to target student progress; meetings & counseling by the guidance department and school psychologist on an as needed basis. In addition, the Parent Coordinator will assess any other needs that these students may require through her communication with both student and their parents/guardians.
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: | I.S. 181 Pablo Casals | | | | | |
| District: | 11 | DBN: | 11X181 | School | | 321100010181 |

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 | | 93.9 | 94.6 | 94.0 |
| Kindergarten | 0 | 0 | 0 | | | | |
| Grade 1 | 0 | 0 | 0 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 0 | 0 | 0 | | 94.2 | 94.2 | 97.1 |
| Grade 4 | 0 | 0 | 0 | | | | |
| Grade 5 | 0 | 0 | 0 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 165 | 200 | 219 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 216 | 169 | 205 | | 47.0 | 69.2 | 71.5 |
| Grade 8 | 200 | 223 | 177 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 0 | 7 | 14 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 0 | 0 | 1 | Recent Immigrants - Total Number: | | | |
| Total | 581 | 592 | 602 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 4 | 1 | 2 |

| 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 | 90 | 69 | 58 | Principal Suspensions | 55 | 34 | 26 |
| # in Collaborative Team Teaching (CTT) Classes | 29 | 34 | 35 | Superintendent Suspensions | 8 | 13 | 12 |
| Number all others | 33 | 30 | 38 | | | | |

These students are included in the enrollment information above.

| 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 | Number of Teachers | 50 | 50 | 47 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 15 | 16 | 11 |
| # receiving ESL services only | 11 | 18 | TBD | | | | |
| # ELLs with IEPs | 8 | 9 | TBD | | | | |

| | | | | |
|--|---|---|---|---|
| These students are included in the General and Special Education enrollment information above. | Number of Educational Paraprofessionals | 4 | 3 | 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 |
| | 5 | 2 | 14 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 82.0 | 80.0 | 91.5 |
| | | | | % more than 5 years teaching anywhere | 78.0 | 76.0 | 89.4 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 88.0 | 90.0 | 93.6 |
| American Indian or Alaska Native | 0.2 | 0.3 | 0.3 | % core classes taught by "highly qualified" teachers | 81.8 | 87.9 | 87.4 |
| Black or African American | 57.7 | 61.1 | 65.4 | | | | |
| Hispanic or Latino | 32.9 | 28.9 | 26.4 | | | | |
| Asian or Native Hawaiian/Other Pacific | 4.8 | 5.4 | 4.0 | | | | |
| White | 4.1 | 3.2 | 3.8 | | | | |
| Male | 52.8 | 53.7 | 52.7 | | | | |
| Female | 47.2 | 46.3 | 47.3 | | | | |

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 |

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 | - | - | - | | | |
| White | - | - | - | | | |
| Multiracial | - | - | - | | | |
| Students with Disabilities | v | v | | | | |
| Limited English Proficient | - | - | - | | | |
| Economically Disadvantaged | v | v | | | - | |
| Student groups making | 5 | 5 | 1 | | 0 | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | |
|--|------|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | NR |
| Overall Score: | 59.5 | Quality Statement Scores: | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | |
| School Environment: | 8.1 | Quality Statement 2: Plan and Set Goals | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | |
| School Performance: | 11.6 | Quality Statement 4: Align Capacity Building to Goals | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | |
| Student Progress: | 37.3 | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | |
| Additional Credit: | 2.5 | | | | | |

| | |
|--|---|
| 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 608 | District 11 | School Number 181 | School Name Pablo Casals MS 181 |
| Principal Christopher Warnock | | Assistant Principal Donna Ridley | |
| Coach Peter Mastropolo / Math | | Coach | |
| Teacher/Subject Area Marlene Roth/ESL | | Guidance Counselor | |
| Teacher/Subject Area Evelyn Brooks/SETSS | | Parent | |
| Teacher/Subject Area | | Parent Coordinator Peggy Allicock | |
| Related Service Provider | | Other | |
| Network Leader | | 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 | | Number of Certified NLA/Foreign Language Teachers | |
| Number of Content Area Teachers with Bilingual Extensions | | Number of Special Ed. Teachers with Bilingual Extensions | | Number of Teachers of ELLs without ESL/Bilingual Certification | |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 603 | Total Number of ELLs | 15 | ELLs as Share of Total Student Population (%) | 2.49% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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.

Paste response to questions 1-6 here

1. When the parent/guardian comes to register the child, he/she is given the home language survey by the pupil personnel secretary, Mrs. Bassani. At that time, it is determined if a bilingual liaison is needed (primarily Spanish speaking). The attendance secretary, Ms. Morales, is present to help interview and assist the parent/guardian as the Spanish interpreter. The Spanish Teacher, Ms. Richards, also serves as an interpreter, when needed. The completed home language survey is given to the ESL Teacher, Mrs. Roth, who makes the final decision of the HLIS and administers the LAB-R within 10 days of admission. If a student is Spanish speaking, the Spanish LAB is also administered within the 10 day window of admission. The student is then placed in the appropriate Freestanding ESL group as determined by Mrs. Roth according to level and need. The NYSESLAT is given to all the ESL students who have not attained a proficient score. The ESL teacher evaluates each student's rating (Beginning, Intermediate, and Advanced) based on the NYSESLAT and organizes the groups according to their level, instructional time and need (Listening/Speaking and/or Reading/Writing).

2. The parent/guardian is invited to an orientation with the ESL teacher, Mrs. Roth, the Parent Coordinator, Mrs. Allicock, the Principal, Mr. Warnock, and, if needed, an interpreter, Ms. Morales (Spanish) to discuss the optional ESL programs offered in NYC. At this time a video is shown and a pamphlet, in the family's native language, is distributed explaining the programs available in the NYC Public Schools (Transitional, Bilingual Education, Dual Language, and Freestanding). If the parent/guardian is interested in an ESL program other than the Freestanding one, the ESL teacher and Parent Coordinator contact local schools in the area that offer the other programs and arrange for the parent/guardian to visit those schools within five days. The only ESL program offered at MS 181 is the Freestanding ESL program. If this is the program that the parent/guardian decides will best serve the needs of their child, the student undergoes all necessary testing, LAB-R, Spanish LAB (if needed), and literacy and math evaluations of basic skills, within the first 10 days of the child's attendance at the school.

3. The entitlement letters and Parent Survey and Program Selection forms are distributed to the parent/guardian at the time of registration by the Pupil Personnel Secretary and the Parent Coordinator. The forms are completed and returned to the ESL teacher at the time of registration. If the parent/guardian requires more time to complete these forms, the student brings the forms to the ESL teacher within the first 10 days of admission. The Parent Coordinator does a daily follow up with the parent/guardian until all necessary forms are returned, prior to the 10 day timeframe. All forms, when returned, are placed in the student's file.

4. The Pupil Personnel Secretary, Parent Coordinator and interpreter (if needed) meet the parent/guardian and the child at registration. At this time, a temporary determination of which ESL program might best serve the child's needs is considered. The parent/guardian is informed that MS 181 only offers a Freestanding ESL program and a description of such a program is explained in detail, including how the child is placed and the services that will be afforded to the child in this type of program. All communication is done in the native language of the parent/guardian, usually English or Spanish. If the parent/guardian decides that this is the setting that they want for their child, the ESL teacher and Parent Coordinator meet with the child to get a better understanding of the child's academic standing, including his/her knowledge of English. If the parent/guardian does not think that this is the appropriate setting for the child, the Parent Coordinator will reach out to the local schools to find the appropriate ESL program (Transitional, Bilingual or Dual Language) that will best serve that child's needs. Traditionally, parents/guardians of ELL students who register at MS 181 opt to keep their child in the Freestanding program.

5. In the past 3 years, nine students entered MS 181 with only their native language skills. The parents/guardians of these children were informed of the ESL programs (Transitional, Bilingual and Dual Language) and afforded the opportunity to visit schools who offered these programs. It was their choice to place their children in the Free Standing ESL Program at MS 181.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5

Check all that apply

6 7 8 9 10 11 12

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 (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | 2 | 1 | 2 | | | | | 5 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 5 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|---|--------------------------------------|---|
| All ELLs | 15 | Newcomers (ELLs receiving service 0-3 years) | 7 | Special Education | 5 |
| SIFE | 3 | ELLs receiving service 4-6 years | 5 | 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 | 2 | 2 | 5 | 1 | 1 | 3 | 0 | 2 | 15 |
| Total | 7 | 2 | 2 | 5 | 1 | 1 | 3 | 0 | 2 | 15 |

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 |

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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 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: |
| Hispanic/Latino: | |

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language**Number of ELLs by Grade in Each Language Group**

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | | | | | | | 5 | 2 | 5 | | | | | 12 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | 1 | | | | | 1 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | 1 | | | | | 1 |
| French | | | | | | | | | | | | | | 0 |
| Korean | 0 | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | 1 | | | | | 1 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 8 | 0 | 0 | 0 | 0 | 15 |

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.

Paste response to questions 1-4 here

1. The program used is a Pull-out model which is ungraded and groups the children according to their English proficiency level. In literacy, the beginning students start with basic English vocabulary. The vocabulary is used in speaking, reading, and creating basic phrases and simple sentences. The vocabulary is used to write phrases and simple sentences with the aid of picture prompts. Primers and picture books are the prime source of instructional materials for beginning ELLs and audio tapes help to promote language development. Intermediate and Advanced students build on prior knowledge in vocabulary, reading and writing. There are various grade level vocabulary books used

to build word recognition and meaning, leveled libraries are available so student have a variety of reading material below or at grade level, and workbooks that use writing prompts help with the development of writing. Books on tape are also used to promote reading and language development.

2. In addition to the 10 periods of ELA instruction provided each week by the literacy teacher, there is 1 ESL Teacher in the building 2 periods per day, 5 days a week who provides all ESL instruction in the Freestanding program. Beginning and intermediate students receive 360 minutes per week of instruction in the areas of Reading and Writing. This is extended to the content areas of Science (vocabulary), Social Studies (writing by interpreting pictures, graphs, and maps) and Math (reading and using strategies to solve word problems). The advanced students receive 180 minutes per week of instruction in Reading and Writing, primarily in the content area of Social Studies and Science. Proficient students meet with the ESL Teacher on an as needed basis for 2 additional years, especially to assist with Science and Social Studies projects, and Math problem solving strategies.

3. All instruction for all of the content areas are presented in English. The ESL Teacher reinforces the content subject areas using the vocabulary and the necessary reading skills to ensure success. The ESL Teacher affords the students a more concrete approach to understanding the topics presented in class by building a vocabulary of terms that they are familiar with, the use of pictures and diagrams, and sentences and paragraphs that are paraphrased for better understanding by ELL students. The subject area content is thus presented within the students level of understanding.

4. a. The SIFE students begin with the basic structures of reading and writing, including phonics, sight words, punctuation, capitalization, and spelling.

b. Students in the USA less than 3 years begin by learning basic English vocabulary which is expanded to phrases, then to asking and answering questions in complete sentences. Reading and writing begin immediately using the vocabulary that the students have mastered. Pictures are used as writing prompts to enable students to complete basic sentences.

c. Students in the USA for 4-6 years receive instruction in reading and writing on a more advanced level , that scaffolds what they have learned in the previous years. In reading, word attack skills and comprehension are stressed, especially in the areas of main idea, plot, and setting. In writing, the students learn how to compose a paragraph using a topic sentence and supporting details.

d. Long-Term ELLs receive more assistance in the content areas, especially projects, presentations, and written assignments. There is also an emphasis on organizational and study skills.

e. For Ells identified as having special needs, the approach is more individualized by reinforcing classroom instruction on a level that matches their individual educational plan.

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 |

Paste response to questions 5-14 here

5. The school offers a variety of interventions for both the general education and special education ELL population in English. Small group instruction is scheduled during the school day that targets specific skills in both ELA and math at a performance level that meets the needs of the individual student by grade and level. There is the 37.5 minute period and an afterschool program that targets the basic literacy and math skills of the ELLs that attend by grade and level. These skills are applied to the content area subjects (i.e. Social Studies and Science).

6. The ESL Teacher meets periodically with the ELLs reaching proficiency at a mutually convenient time to discuss any academic concerns and offers assistance. These students receive ESL testing modifications for the 2 years after reaching proficiency.

7. The ELLs are offered individual based home instruction through various computer programs, i.e. Study Island and Prescriptive Instruction. A new writing program entitled, "Implementing an Effective Program based on the 6 traits of Writing" will be piloted for all students, including ELLs this year.

8. There are no services that we will discontinue for the ELLs this year.

9. All ELLs are encouraged to participate in any academic and social programs that are offered during and after the school day. Such programs include 37.5 minutes and afterschool program that targets the basic literacy and math skills of the ELLs by grade and level, TASC, Spanish Heritage Festival, and the African American Program.

10. The instructional materials include the following texts: Side by Side, Visions, and Main Stream. To support the ELA, math, and content area skills computer programs, such as Study Island and Prescriptive Instruction are used by the student, individually, each working at their level.

11. There is no official native language support offered for ELLs. However, students 'buddy up' to encourage and support others in their native language.

12. The required services, support, and resources are aligned to correspond to the age and grade level of the student. Sometimes it is necessary to adjust the program to a different grade level, such as in the case of SIFEs.

13. There are no formal activities to support newly enrolled ELL students before the beginning of the school year. However, ELLs are invited to attend summer school to reinforce skills in literacy and math necessary for the upcoming school year

14. Spanish is the only language elective offered to ELLs.

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)?

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.

Paste response to questions 1-3 here

1. The ESL Teacher attends all meetings at the BETAC at Fordham University. The ESL Teacher turn keys the information received at these meetings to the teachers of ELLs and other appropriate personnel (i.e. Pupil Personnel Secretary and Parent Coordinator)

2. The teachers are informed that they have an ELL child in their class, who will require assistance in the various subject areas. In mathematics a Spanish edition of the text is provided to support the child, if needed. Accommodations are provided based on the recommendation of the ESL teacher and the student level for the different subject areas, including extra time for testing and questions read. If the student has not reached proficient level prior to grade 8, he/she is recommended, by the ESL Teacher and Guidance Counselor, to continue ELLs services in accordance with the high school that the student attends.

3. The ESL Teacher meets with the subject teacher at the beginning of and throughout the school year to recommend strategies to use with the ELLs in the class environment. As the child becomes more fluent in English, the ESL and classroom teachers meet periodically to reassess the level of performance that the child should be able to achieve successfully. The ESL Teacher attends the minimum 7.5 hours of ELL training and turn keys the information to all teachers of ELLs and pertinent staff members. In addition, classroom teachers are informed of and encouraged to participate in the various professional development and courses offered at the BETAC and other colleges and universities throughout NYC.

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?

Paste response to questions 1-4 here

1. Parents of ELLs are encouraged to join the PA which meets monthly. During the school year these parents join with their children and the school community to participate and celebrate in other events. Such activities include literacy, math, and family nights, as well as, the winter carnival and spring fling. Parents are notified of these events through the mail or internet, as well as notices sent home with the student also available in Spanish.

2. The parent coordinator along with various community organizations provides information to ELL parents regarding programs and opportunities available to them, allowing for an easier transition into the school and community.

3. Upon registration, the parent coordinator meets with the parent/guardian of the new ELL student to inform he/she about the variety of programs offered at the school both academically and socially. The parent coordinator, who is also a social worker, will help the family with any questions they might have regarding their transition to the new environment. The parent coordinator is the prime source of community outreach for the family and takes a vital interest in helping the new student assimilate to the school community. If needed translators are available in Spanish.

4. ELL parents are invited to participate in the various academic and social activities available at the school. This gives them an opportunity to share their ideas, concerns, and needs with other members of the school community, especially the parent coordinator who serves as the liaison between the school and community.

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) | | | | | | | 1 | | 3 | | | | | 4 |

| | | | | | | | | | | | | | | |
|-----------------|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| Intermediate(I) | | | | | | | 1 | 2 | 4 | | | | | 7 |
| Advanced (A) | | | | | | | 3 | | 1 | | | | | 4 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 8 | 0 | 0 | 0 | 0 | 15 |

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

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

| NYS Science | | | | | | | | | |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| | | | | | | | | | |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 1 | | 3 | | 4 | | 1 | | 9 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | 1 | | 3 | 1 | 5 | | 1 | | 11 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- Middle School (N/A)
- The proficiency levels indicate that the ELLs consistently do better on the Listening/Speaking part of the NYSESLAT on all grades.
- Reading and writing are stressed due to the proficiency levels on all grades. Skills involving main idea, context clues, cause and effect, and inferencing are addressed in reading. Emphasis in writing is placed on vocabulary usage, grammar, sentence structure, organizing paragraphs, and editing.
- The only assessments offered in other languages are the NYS math exam and the 8th grade Science exam in Spanish. Since instruction is administered in English very few students opt to take a translated version of content area exams.
 - /c. The ELL Periodic Assessment is not offered at this school.
- N/A
- When evaluating the success of the ESL program at MS 181, the NYSESLAT scores are analyzed for student growth by level and skill (Listening/Speaking and Reading/Writing). Traditionally, the students do better in Listening/Speaking, therefore, the ESL Teacher knows that the returning ELLs will require further instruction in the area of Reading/Writing and prepares materials to support those skills by levels attained (Beginning, Intermediate or Advanced). The program is also evaluated on the individual success of the students in their literacy, math, and core subject areas. For example, a SIFE child, who was unable to read or write (in either English or their native language) at the beginning of the program, shows progress in reading and writing, and participates in all class and school activities is deemed successful. The

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.

Additional Information

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 | | |

| | | | |
|--|-------|--|--|
| | Other | | |
| | Other | | |
| | Other | | |

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 11x181

All Title I SWP 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: | | \$ 602,663 | \$ 602,663 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | | \$ 6,022 | \$ 6,022 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | | * | |

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.

* 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**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

DEPARTMENT OF EDUCATION OF THE CITY OF NEW YORK

PABLO CASALS MIDDLE SCHOOL 181

800 Baychester Avenue

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Bronx, New York 10475

Principal

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Jeremy Kabinoff

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Nelson Medina

E – Mail: 11x181@schools.nyc.gov

Donna Ridley

Assistant Principals

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I: GENERAL EXPECTATIONS

Pablo Casals Middle School 181 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents consistent with Section 118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with all parents.
- 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans 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's PAC (parent advisory committee) will involve all parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

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- Parent Involvement of the ESEA

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Pablo Casals Middle School 181 will take the following actions to involve parents in the joint development of the Parental Involvement plan

- Involve parents in discussions regarding the Parental Involvement Plan at PA meetings
- PA Executive Board members of Middle School 181 will be involved with District personnel

2. PA Executive Board members of Middle School 181 will take the following

actions to involve parents in the process of school review and improvement.

- Parent members of the school leadership team will participate in the Quality Review of the School
- Parents will be interviewed as part of the school's Quality Review
- Parent surveys will be a vital part of the School's Progress Report process

3. PA Executive Board members of Middle School 181 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies

4. PA Executive Board members of Middle School 181 will take the following actions to conduct, with the involvement of parent, 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 about 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.

- An evaluation will be conducted at two Spring PA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention

services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.

5. PA members of Middle School 181 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:

- The school will provide assistance to all parents in understanding topics such as the following, by undertaking the action described in this paragraph

- the State's academic content standards;
- the State's student academic achievement standards;
- the State's and local academic assessments including alternate assessments;
- the requirements of Title I, Part A;
- how to monitor their child's progress;
- how to work with educators.

- The 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 providing:

- Parent workshops and courses dealing with computer training on ARIS, Weebly, Teacher Ease and Study Island.
- Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners

. The 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 in how to implement and coordinate parent programs and build ties between parents and the schools by:

- Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
- Teachers will have daily access to school telephones and internet access to allow them to communicate with parents in a regular and easy manner

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with and/or encourage participation in activities, such as:

- Involving parents in the regular activities of the school
- Involving parents in the ARISTA assemblies
- Student/Community Service Venues (Strides against Breast Cancer, AIDS walk, Toys For Tots)
- Celebrating Kids Winter Fest and Spring Carnivals
- Talent Night, Game Night and Student Poetry Blast

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to all parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:

- school letters are translated and ELL students are provided with native language letters of school events
- Translation services information are posted in the school lobby in the appropriate native languages

Part III: DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

Other activities may include:

- 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;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school.

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

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PABLO CASALS MIDDLE SCHOOL 181

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Christopher Warnock

Principal

Jeremy Kabinoff

Nelson Medina

Donna Ridley

Assistant Principals

School-Parent Compact

MS 181, 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 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities

MS 181 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic achievement standards as follows:
2. 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 during the month of November and February/March.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards and Progress reports (Grades 6, 7 & 8).
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents will go through a hierarchy; Teacher, Parent Coordinator then Administration to set-up a meetings with teachers.
5. Provide parents opportunities to volunteer and to observe classroom activities, as follows: class trips, Learning Leaders training, open school week (November & March).
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Provide information to parents in an understandable and uniform format.
9. 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.
10. 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.
11. 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:

- 1 Monitoring attendance.
- 2 Making sure that homework is completed.

- 3 Monitoring amount of television their children watch.
- 4 Participating, as appropriate, in decisions relating to my children’s education.
- 5 Promoting positive use of my child’s extracurricular time.
- 6 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.
- 7 Serving, to the extent possible, on policy advisory groups, such as being the Title I 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

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- 1 Do my homework every day and ask for help when I need to.
- 2 Read at least 30 minutes every day outside of school time.
- 3 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.

SIGNATURES:

| | | |
|---------------|------------------|----------------|
| _____ | _____ | _____ |
| SCHOOL | PARENT(S) | 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. **See pages 9 and 10**
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Middle School 181 has 6 gifted and talented classes (2 per grade) that receive enrichment in both Math and ELA.

They also prepare to take Regents Exams in Integrated Algebra and Earth Science by the eighth grade.

For General and Special Education students (**See pages 23 and 24**); For ELLs (**See pages 26 and 27**)

Materials are provided for both remediation and enrichment based on the individual need of the student.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.

Students in the gifted and talented program are able to attend a Specialized High School Preparation program. MS 181 offers classes to help students in the gifted and talented program prepare for the Math and Earth Science Regents Exam.

- o Meet the educational needs of historically underserved populations.

Special Education students utilize Reading Streets; a reading, writing and grammar program that is based on the student's reading level. Additionally, leveled classroom libraries and leveled reading and writing technology programs, such as Read About and Clicker have been purchased to meet Special Education student's needs.

ELL students have been provided with books on tape and low level phonics based materials to better serve their need.

The ESL teacher is providing all teachers with a data communication form allowing teachers to understand which learning styles and intervention methods will work best for the ELL student in their class in all content areas.

- 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.

3. Instruction by highly qualified staff.

Highly qualified teachers will be used for small group instruction, academic intervention and data collection and analysis. This enables teachers to provide needs based instruction so that students can meet the state academic standards.

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.

Assistant Principals along with the Literacy and Math Coaches meet with teachers to provide ongoing Professional Learning Opportunities on data, resources, technology and other content specific areas.

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

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

Both the ELA and Math departments hold various academic day and evening instruction to parents allowing them to better serve the instructional needs of their child. Family literacy and math informative nights, various website and computer based program trainings such as Weebly, TeacherEase, Study Island, Acuity, and ARIS, are provided for the parents to assist them in monitoring the progress of their child.

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.

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.

At the beginning of the school year, Ed Performance is used as a diagnostic base-line tool to determine student levels in ELA and Math. At mid-year and year end it is used to assess student progress. Quarterly exams are administered. Teachers use the quarterly exams to monitor progress and growth, drive instruction or provide remediation and/or enrichment.

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.

Students are diagnosed in September and if according to the data are in need of additional academic assistance, they are tutored in a small group setting with students that have a similar academic need. Students that are in need of assistance placed into a Math and ELA test preparation program before the NYS exams. Additionally, students are scheduled for intervention in an AIS class during the school day according to their need in both ELA and Math three to four times per week.

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.

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.

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. |
|--------------|--|---|--|---|
|--------------|--|---|--|---|

¹ **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.

² **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.

| | | Yes | No | N/A | | Check (✓) | Page #(s) |
|-------------------------|---------|-----|----|-----|--------------|-----------|-----------|
| Title I, Part A (Basic) | Federal | | | X | | | |
| Title I, Part A (ARRA) | Federal | X | | | \$ 602,663 | X | 34 -37 |
| Title II, Part A | Federal | | | X | | | |
| Title III, Part A | Federal | | | X | | | |
| Title IV | Federal | | | X | | | |
| IDEA | Federal | | | X | | | |
| Tax Levy | Local | X | | | \$ 3,305,627 | | ALL |