



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: CASTLE MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M345

PRINCIPAL: JUDITH DE LOS SANTOS

EMAIL: JDELOSS@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLA PHILLIPS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Judith De Los Santos	*Principal or Designee	On file in the Principal's Office
Richard Udewitz	*UFT Chapter Leader or Designee	
Edwin Torres	*PA/PTA President or Designated Co-President	
	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	
Lydia Sotomayor	Member/Parent	
Jeanette Vasquez	Member/Parent	
Elizabeth Vega	Member/Parent	
Christopher A. Gomez	Member/Teacher	
Christine Bereche	Member/Teacher	
Allison Wise	Member/Teacher	
Laura White	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Middle School students will improve skills in comprehension of non-fiction and in argument writing through experiencing 2 Common Core Learning Standards aligned units in ELA, Social Studies, Science that align to the CIE focus standards in reading, writing, listening, and speaking.
- 80% of students will demonstrate improvement of 1 level or more from pre- to post-writing performance task assessment based on the “use evidence” area of the rubric developed by teachers.

Comprehensive needs assessment

- In 2011-12, 31.3% of students’ demonstrated proficiency on the ELA exam, the average student proficiency was 2.72. Our 2012 scores demonstrated minimal student progress in ELA. An analysis of our Individual Student Reports indicates weakness in the area of “Language for Critical Analysis and Evaluation.”

Instructional strategies/activities

Activity 1:

- **Professional Development:** PD will be provided on the following topics: Use of Writing rubrics, engaging in performance tasks, depth of knowledge, formative assessments to inform instruction and revise curriculum maps, Inquiry Teams focusing on special education students and ELLs, and differentiated lesson planning. (PD on : Use of Assessment to Inform Instruction, Depth of Knowledge, Socratic Seminars, Instructional Rounds, Danielson’s Framework, Differentiated Instruction, Writing Lab site, Common Core Summer Institute, Cambridge Common Priorities Program, Writing Program (Judith Hochmann), Just Words,TC, Wilson,)
 - All ELA teachers, science and social studies teachers will develop collaborative lessons that incorporate written skills needed for providing evidence to support arguments.
 - Teachers will examine student work from the 2011-12 school year to understand gaps in student knowledge or skill; and to inform the revision of their instructional units. During the meetings, the department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core Standards.
 - All teachers will participate in Common Priorities (Cambridge Education/once a month) to work collaboratively to focus and align curriculum to CIE focus on reading, writing, listening and speaking. Teachers will diagnose learning patterns in students; develop exemplary lessons that are shared school wide and improve lesson design and assessment design skills.
 - Teachers meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim.
 - Teachers will organize cycle of intervisitation to collaboratively learn and provide feedback for improving instructional writing practices that support student in writing argumentative essays.
 - Students will present work in school-wide publishing party that allows students to provide feedback on a rubric
 - Teachers meet in weekly department teams to develop / refine units, lessons, tasks, and rubrics to assess the use of evidence to support a claim.
 - Teachers will implement CC-aligned, curriculum embedded literacy tasks focused on persuasive writing

- Teachers will examine student work resulting from CC aligned task and to ensure accessibility for all students
- Target Population(s):
 - ELA, science and Social Studies and special education teachers
- Responsible Staff Members: Administration, All ELA, science and SS teachers, ELA department liaison, SS department liaison, Science department liaison, data specialist
- Implementation Timeline: Summer 2012 – June 2013

Activity 2:

- Small Group Instruction: Students identified as far below or at-risk of falling below grade level will receive Wilson (a remediation program that supports students in phonics and developing fluency), as per assessment. Students not requiring Wilson support will receive support during ELA Clinics created around targeted writing skills, and differentiated instruction in the planning of extended day groups. Additional support is provided through Achieve 3000 (a differentiated literacy program that addresses student individualized needs).
- Target Population (s): All students in grades 6-8, with an emphasis on students with IEPs, will receive support from classroom teachers, CTT teachers, SETTS teachers, ESL teacher, Wilson teacher and speech teacher.
- Responsible Staff Members: Principal, ELA teachers, science and social studies teachers, CTT teachers, SETSS teachers, data specialist
- Implementation Timeline: September 2012 – June 2013

Steps for Including Teachers in the Decision-Making Process:

- Teachers meet in weekly grade team meetings to discuss assessment tools and strategies, review data, and plan instructional steps in light of assessment data.
 - Teachers created an Argumentative Writing rubric to be used school wide.
 - Baseline Writing Assessment to develop goals
 - Mid-year writing assessment to monitor progress
 - Engage in writing performance task (NYC Bundles), assess to inform teacher practice
- Periodic Assessment Dates: November 2012, January 2013, and March 2013

Strategies to increase parental involvement

- The school hosted a curriculum night and informed parents of ELA goals
- Parents received training on Common Core Standards during PTA
- Parents received NYC parent guides and NYC resources for supporting students; ARIS
- ELA teachers maintain echalk websites and snap grades where they will post information regarding their curriculum, homework assignments, and key resources to provide support at home
- The Parent Coordinator and PTA president will host ongoing workshops for parents. Topics include: Preparing for State Assessments, ARIS, snap grades, How to help your child succeed in middle school, Common Core, Planning for high school.
- Principal and parent coordinator will plan quarterly meetings with parents to share information and respond to parent questions and inquiries.
- Administer parent survey 2 times a year to receive feedback from parents on school's academic expectations, engagement and communication
- School will use school website, email and School Messenger to communicate important news to parents such as: progress reports, marking periods, parent conferences, attendance, school events, updates and dates of parent meetings

- Parents will be trained on how to use ARIS Parent Link and will be invited to use ARIS Parent Link Resource Computer Center

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- CASTLE MS partners with different staff developers to provide support to our teachers – including ASCD (Differentiated Instruction - Asking Higher Order Questions), Writer's and Reader's Workshop (ELA teachers), teaching of writing for all content areas Judith Hochman – Teaching Basic Writing (Social Studies Team and ELA team), Strategies that Work, Educhange – Building Literacy Skills in the Science Classroom (Science Team), Teachers of Inclusive Classroom Project & Wilson Language Development (special education staff). Common Priorities Program. Our network provides intensive support for various teams – ELA, SS, Science, special education
- ELA clinic teachers meet with students to work on targeted literacy skills
- NYU student teachers to support teachers and provide tutoring to students
- America Reads tutors to support at risk students

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- To improve teacher effectiveness in designing coherent instruction by refining our mathematics curricula to align with the common core learning standards. This will include the design of performance-based tasks and a structured, rubrics-based process of analyzing student work.
- By June 2013, the CASTLE math team will implement two Common Core-aligned units that align with the domain of focus for each grade level as outlined by the CIE.
- Student work samples will demonstrate mastery of the practice standards as determined by a common rubric.

Comprehensive needs assessment

The QR feedback, walkthroughs, and observations indicate a concern of math coherence in math practice, academic rigor and incorporating UDL principles, in response to student learning needs. In 2011-12, 40.3% of students' demonstrated proficiency on the math exam, the average student proficiency was 2.86. Our student progress has dropped to 49%.

Instructional strategies/activities

- Professional Development: PD will be provided on the following topics: Use of math rubrics, engaging in performance tasks, depth of knowledge, formative assessments to inform instruction and revise curriculum maps, Inquiry Teams focusing on the lowest one third, and differentiated lesson planning. (PD on : Use of Assessment to Inform Instruction, Depth of Knowledge, Math Exemplars, Institute for Learning in Math, Danielson's Framework, Differentiated Instruction, Network Math Consultant)
 - Build math teacher teams' capacity to align units of study with the Common Core Learning Standards and UDL principles, in response to student learning needs.
 - Mathematics teachers will participate in weekly department meetings during their common planning blocks, with the support of our network math coach.
 - Department teams will examine student work from 2011-2012 school year to understand gaps in student knowledge or skill; and to inform the revision of their instructional units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
 - Teachers will review work in frequent cycles to determine how to close the gap between current performance and proficiency.
 - Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
 - Teachers will engage students in questioning and discussion as a way to engage in the CIE focus practice standard – Construct viable arguments and critique the reasoning of others. .
 - Mathematics teachers will meet in whole-department and grade-level teams to create detailed curriculum maps aligned with CCLS
 - Teachers will examine student work resulting from CC-aligned task and curriculum design to ensure accessibility for all students
 - Mathematics teachers will meet in whole-department and grade-level teams to create unit plan for engaging students in rigorous performance-based tasks. These tasks will be administered to students, and the resulting work will be evaluated by the team to inform next steps in teaching and learning practices.

- Exemplars will be implemented into math curriculum
- Reflective journals will be used to support students in problem solving by developing skills in articulating process used to problem solve
- Target Population(s):
 - Math teachers
- Responsible Staff Members: Administration, Math department leader, all math teachers, data specialist
- Implementation Timeline: September 2012 – June 2013

Strategies to increase parental involvement

- The school hosted a curriculum night and informed parents of Math goals
- Parents received training on Common Core Standards during PTA
- Parents received NYC parent guides and NYC resources for supporting students; ARIS
- Math teachers maintain echalk websites and snap grades where they will post information regarding their curriculum, homework assignments, and key resources to provide support at home
- Math Night to promote math awareness, expose families to real life math connections
- The Parent Coordinator and PTA president will host ongoing workshops for parents. Topics include: Preparing for State Assessments, ARIS, snap grades, How to help your child succeed in middle school, Common Core, Planning for high school.
- Principal and parent coordinator will plan quarterly breakfast with parents to share information and respond to parent questions and inquiries.
- Administer parent survey 2 times a year to receive feedback from parents on school's academic expectations, engagement and communication
- School will use school website, email and School Messenger to communicate important news to parents such as: progress reports, marking periods, parent conferences, attendance, school events, updates and dates of parent meetings
- Parents will be trained on how to use ARIS Parent Link and will be invited to use ARIS Parent Link Resource Computer Center

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- CASTLE MS partners with different staff developers to provide support to our teachers – including ASCD (Differentiated Instruction - Asking Higher Order Questions), Network math instruction support. Specialist visits monthly to support the understanding and implementation of math performance tasks, Institute for Learning in Math. Our network provides intensive support for various teams –
- Offer math clinics to work on targeted math skills
- Fund guidance counselor to support students who are at risk (academically and socially). She supports in developing plans that support students' organizational skills, focus strategies and tools, goal- setting, emotional support, etc.
- Math Exemplars
- Purchase Coach Books to support Extended Day Groups
- Instructional books to support Math Study Group
- Membership to NCTM
- Fund guidance counselor to support students who are at risk (academically and socially). She supports in developing plans that support students' organizational skills, focus strategies and tools, goal- setting, emotional support, etc.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Increase the percentage of Special Education and ELL students reaching proficiency in ELA through more consistent use of data to inform instruction, teacher support in instructional planning and planning of academic services. The table below illustrates current State ELA mastery and our goals for 2012-2013.

ELA	Current	Goal
ICT	7.7%	14.0%
SETSS	20.0%	27.0%
SC	0.0%	7.0%

Comprehensive needs assessment

- Based on 2011-2012 results of our Progress Report, we have identified the need to improve student achievement for special education students and ELLs. Our goal for the 2012-2013 school year is to increase the number of students performing at Level 3.

Instructional strategies/activities

- Special education teachers and ELL teachers will meet with network staff and school leaders to review baseline assessments.
- Throughout the year, network and teachers will review assessment to inform instructional planning.
- Special educators and ELL Teacher will use explicit strategies to modify and adapt unit/lessons to their students, with appropriate supports; can produce grade level work that reflects mastery of the CIE focus standards.
- Teachers will engage in frequent review of student work and benchmarking to grade level expectations
- Facilitate inter-visitations with a focus on incorporating instructional supports that meet student needs. Feedback will inform an action plan and next steps, with a timeline.
- Teachers will be supported by network coach
- Teachers will participate in TCIP professional development
- Teachers will participate in a study group on planning instruction for ELL and Sped students.

Strategies to increase parental involvement

- The school hosted a curriculum night and informed parents of ELA goals
- Parents received training on Common Core Standards during PTA
- Parents received NYC parent guides and NYC resources for supporting students; ARIS
- ELA teachers maintain echalk websites and snap grades where they will post information regarding their curriculum, homework assignments, and key resources to provide support at home
- The Parent Coordinator and PTA president will host ongoing workshops for parents. Topics include: Preparing for State Assessments, ARIS, snap grades, How to help your child succeed in middle school, Common Core, Planning for high school.
- Principal and parent coordinator will plan quarterly meetings with parents to share information and respond to parent questions and inquiries.
- Administer parent survey 2 times a year to receive feedback from parents on school's academic expectations, engagement and communication

- School will use school website, email and School Messenger to communicate important news to parents such as: progress reports, marking periods, parent conferences, attendance, school events, updates and dates of parent meetings
- Parents will be trained on how to use ARIS Parent Link and will be invited to use ARIS Parent Link Resource Computer Center

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- CASTLE MS partners with different staff developers to provide support to our teachers – including ASCD (Differentiated Instruction - Asking Higher Order Questions), Writer’s and Reader’s Workshop (ELA teachers), teaching of writing for all content areas Judith Hochman – Teaching Basic Writing (Social Studies Team and ELA team), Strategies that Work, Teachers of Inclusive Classroom Project & Wilson Language Development (special education staff). Common Priorities Program. Our network provides intensive support for various teams – ELA, SS, Science, special education
- ELA clinic teachers meet with students to work on targeted literacy skills
- NYU student teachers to support teachers and provide tutoring to students
- America Reads tutors to support at risk students

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Improve school-wide communications and community engagement such that the score for aggregate responses on the “Communications” section of the 2013 School Survey will increase from 6.3 to 6.6 and scores on aggregate responses on the “Engagement” section of the 2013 School Survey will increase from 7.3 to 7.6.

Comprehensive needs assessment

- The CASTLE community believes that an increase in parent involvement and awareness of academic expectations and support resources will result in an improved academic achievement. Currently, a small percentage of parents are actively engaged in school events. We have challenges – working class parents who may not have the time to attend events, language, communication and information not reaching parents.

Instructional strategies/activities

Activities:

The PTA will formally nominate Communications Sub-committee who will collaborate with the principal on school-wide communications to parents. The committee’s work will include:

- monthly “backpack newsletters” that will also be posted on the school website;
- 2 Parent “Socials” parent “socials” including – book clubs, interests / hobby nights, dance class, exercise class (Winter 2012, Spring 2013)
- Math Night (Spring 2013)
- Spelling Bee (December 2012)
- Holiday Refreshments Social (December 2012)
- Book Fair (March 2013)
- BBQ/Carnival (June 2013)
- Dance Festival (June 2013)
- Poetry Café/Spelling Bee/Honor Ceremonies (Spring 2013)
- Internal School Website to improve teacher communication (Winter 2013))
- Weekly updates to communicate academic expectations/events/focus of the month (Sept. 2012 – June 2013)
- Teacher Consultation Committee (Jan. 2013- June 2013)

Strategies to increase parental involvement

- The school hosted a curriculum night and informed parents of School goals
- Calendar of the Year with school events/activities; Updated monthly calendars
- Parent/Student Handbook
- Monthly Parent newsletter prepared by PTA
- Parents received training on Common Core Standards during PTA
- Parents received NYC parent guides and NYC resources for supporting students; ARIS
- Maintain echalk websites with school information and snap grades where they will post information regarding their curriculum, homework assignments, and key resources to provide support at home
- PTA meeting reminders – flyers backpacked
- On-going meetings with parent coordinator to set goals, plan, evaluate and revise plan of action for events and communication
- The Parent Coordinator and PTA president will host ongoing workshops for parents. Topics include: Preparing for State Assessments, ARIS, snap grades, How to help your child succeed in middle school, Common Core, Planning for high school.
- Principal and parent coordinator will plan quarterly breakfast with parents to share information and respond to parent questions and inquiries.
- Administer parent survey 3 times a year to receive feedback from parents on school’s academic expectations, engagement and communication
- School will use school website, email and School Messenger to communicate important news to parents such as: progress reports, marking periods, parent conferences, attendance, school events, updates and dates of parent meetings
- Parents will be trained on how to use ARIS Parent Link and will be invited to use ARIS Parent Link Resource Computer Center

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- CASTLE PTA
- Parent Coordinator attends District Parent Engagement Meetings
- Network Youth Development Support
- Partnership with Grand Street Settlement to assist students afterschool (academics, extracurricular)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	ELA Clinics	Differentiated groups	During the day
	CASTLE Enrichment Periods	Small Group	During the day
	Preparation of students across curriculum area to prepare them for tests and curriculum coursework	Tutoring/Whole Class	During the day and after school
	Achieve 3000 – differentiated technology literacy program	Small Group Instruction	During the day
	Testing skills/strategies /format for all city and state tests	One-to-one, tutoring, small groups, guided groups, whole class	During the day and after school
	Wilson Reading Program	Whole class	During the day
Mathematics	Math Clinics	Differentiated groups	During the day
	CASTLE Enrichment Periods	Small Group	During the day
	Preparation of students across curriculum area to ready them for tests and curriculum coursework	Tutoring/Whole Class	During the day and after school
		Guided Groups	During the day

	<p>Math Exemplars</p> <p>Testing skills/strategies /format for all city and state tests</p> <p>Khan Academy</p>	<p>One-to-one, tutoring, small groups, guided groups, whole class</p> <p>Small Group</p>	<p>During the day and after school</p> <p>During the day</p>
Science	<p>Enrichment Class</p> <p>Preparation of students across curriculum area to prepare them for tests and curriculum coursework</p> <p>Science Lab (grades 8) to prepare students for the Science state test and Regents</p> <p>Exit Project additional help</p>	<p>Small Group Instruction</p> <p>Tutoring/Whole Class</p> <p>Differentiated Groups</p> <p>Tutoring</p>	<p>During school day</p> <p>During day and after school</p> <p>During school day and after School</p> <p>During school day and after school</p>
Social Studies	<p>Enrichment Class</p> <p>Preparation of students across curriculum area to prepare them for tests and curriculum coursework</p> <p>Exit Project extra help</p>	<p>Small Group Instruction</p> <p>Tutoring/Whole Class</p> <p>Tutoring</p>	<p>During school day</p> <p>During day and after school</p> <p>During Day and after school</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Individual and group therapy; psychological services; consultation to parents; crisis intervention; referrals to outside agencies, assessment of students' social behavioral, and academic functioning</p>	<p>Small Group and individual</p>	<p>During School Day</p>

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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA teachers
- The secretary will work closely with the network HR partner to ensure that non-HQT meet all required documentation and assessment deadlines
- Mentors are assigned to support New Teachers and un-qualified teachers
- Professional Development
- Intervisitations
- Frequent Observations and Feedback



PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and

asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 20th of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Yuet Chu	District 1	Borough Manhattan	School Number 345
School Name CASTLE MS			

B. Language Allocation Policy Team Composition

Principal Judith De Los Santos-Peña	Assistant Principal Brian Zager
Coach type here	Coach type here
ESL Teacher Shirley Vargas	Guidance Counselor Delca Ortiz
Teacher/Subject Area Jessica Rosner/ ELA	Parent Luis Nieves
Teacher/Subject Area Gus Marcellus/ Music	Parent Coordinator Kaira Ramos
Related Service Provider Judy Gruen	Other type here
Network Leader Yuet Chu	Other type here

C. 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 education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	245	Total Number of ELLs	15	ELLs as share of total student population (%)	6.12%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

In order to make certain that all Program Selection forms are returned, staff members reach out to parents via telephone and/or email to send reminders for when forms are due. We also hold students responsible such as not getting their lockers right away until all necessary forms are handed in. Entitlement and Continuation letters are collected by ESL Coordinator and a copy is filed with

coordinator's records and in student's official records.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	6
SIFE	0	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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							3	5	1					9
Chinese							2		1					3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								3						3
TOTAL	0	0	0	0	0	0	5	8	2	0	0	0	0	15

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

We assure that our ELLs receive the mandated number of instructional minutes as per CR Part 154, by building that specific time into their schedules. We run on 45-60 minutes periods and our Beginner and Intermediate ELLs have 8 periods (360 minutes) a week with the ESL teacher. Our Advanced students receive 4 periods (180 minutes) of ESL instruction and 4 periods (180 minutes) of ELA instruction a week.

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

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

Our instructional plan for Newcomers takes place after the parents have completed the Home Language Identification Survey (HLIS). We then determine which program the student will be placed in based on parent option. Students will then be grouped based on academic and language proficiency level. We currently offer Freestanding ESL push-in/pull-out classes. We have recently started a language lab where ELLs can hear recordings of text and can then answer questions based on what they have heard. Other instructional materials include content area texts. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English. Native

A. Programming and Scheduling Information

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

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

We currently 3 have long term ELLs. These students need support and are deficient in the writing modality on the NYSESLAT and ELA (for those who have taken it). We use Visions program, an ESL curriculum for upper grades to support content area and writing in all content areas. The ESL teacher also pushes into the upper grades with long-term ELLs to support them in the Balanced Literacy Reading and Writing program. The teacher also offers individualized support during independent practice. While ESL teachers support the Balanced Literacy block, they also integrate dictionary skill-building, conventions of writing through real-life experiences, group and independent research and other higher-order thinking activities.

ELLs identified with special needs receive ESL services aligned with their IEP. They receive their mandated ESL instructional time if noted on their IEP and are given the same opportunities like the rest of the student body. All of our ELLs are given NYSESLAT Test Preparation during our Extended Time Program from 11:00-11:45am, Monday through Thursday. This helps familiarize them with the exam and they have an opportunity to ask specific questions about the test. We also do practice problems and focus on building academic language.

The instructional materials used are National Geographic Reading Expeditions, where the text is geared toward all proficiency levels and the ESL teacher can further comprehension via clarifying bookmarks and anticipatory guides acquired through Q-Tel. Also Great Leaps Reading is implemented for our Beginner students to aid with sight words, phonics and gathering information from text. We have also begun using Expression from McGraw Hill as a supplement for content area text. The ESL and content area teacher plan for both language and content area objectives. All students are in guided reading groups. Both teachers meet with guided reading groups or confer individually. Guided reading groups and conferring allows for more specialized instruction. Both ESL teachers push-in and pull-out for Reader's Workshop for the Advanced and Intermediate students.

Our Freestanding English as a Second Language Program (ESL) follows both the push-in and pull-out models. The ESL program services a total of 15 students. Students are grouped by grade level and English proficiency level. ESL students receive all instruction in English. New York State regulations determine how many units of ESL instruction each student should receive according to his or her English proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) scores.

We utilize the push-in model with some classes in order to collaborate with classroom teachers and allow the students more instructional time in order to meet their linguistic and academic needs in each grade and content area. The ESL teacher provides support within the classroom during the reader's/writers' workshop model using ESL methodologies like visuals and authentic texts. For our pull-out model, we focus on vocabulary building tasks and strategies and focus on academic language building. The ESL instruction is carefully aligned with all state standards and as well with what is being taught in the classroom. The ESL teacher teaches strategies that can be applied across all content areas. Picture dictionaries, manipulative, visualization, prior knowledge, real life experience, language experience, are used as teaching methods and strategies to aid the student's comprehension and second language development. All components of language (listening, speaking, reading and writing) are included in every lesson.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

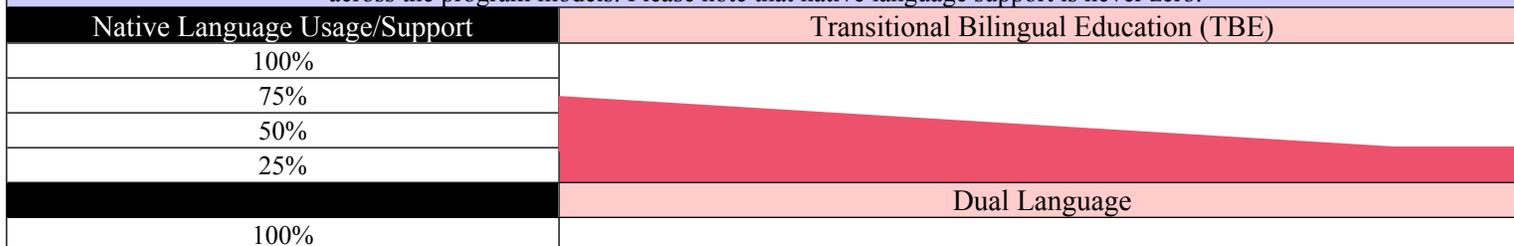
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Our goal is to ensure that our ELL population acquires conversational fluency and academic language proficiency. We are committed to serving students from The Lower East Side and supporting their journeys into high school, college, and beyond. Our broader goal is enhance the achievement of our ELLs in every venture, so they will graduate as critical thinkers and competent researchers ready for a challenging world. CASTLE utilizes a variety of assessments to better inform the instruction of ELL students. Along with a review of annual standardized tests (NYS and NYC math, ELA and NYSESLAT), the ESL instructor looks at the results of the interim assessments. Informal assessments, especially through analysis of written product from ESL and ELA classes, also play a major role in understanding and documenting our children's progress and determining areas of needs. Our school's core curriculum ensures that every student is given the education he/she deserves by a highly qualified professional. The core curriculum is comprised of a comprehensive ELA, Math, Science and Social Studies program. ELLs are served within the core curriculum through a focus on listening and speaking, grammatical structures, frontloading vocabulary and academic writing in each content area. Teachers conference with ELLs to ensure comprehension of lesson/topic/unit.

CASTLE provides all students, including ELLs, with a widespread curriculum which includes humanities, social sciences, technology and foreign language.

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

In supporting our students in developing their writing skills, our ESL teacher also has been focusing on content vocabulary and building student capacity through creating an expanding list of content-specific sight words. She pulls words from content texts, goes over the recognition, pronunciation, and meaning of the words. She then gives the students the document(s) containing the words she first taught separately. She processes these words through the four modalities. In scaffolding for a beginning student, she/he is provided with text from their native language, and it is used as a support in the more detailed sessions about vocabulary and words in context in relation to the English-language version of the text. The Wilson reading program is also used in developing beginner student's reading skills. Also, we are currently using Achieve 3000, which focuses on non-fiction, informational text reading. It is tailored to the students reading level and it provides additional support in the classroom, as the teacher can search for various text in their content area and have it be accessible for ELLs. It serves as a supplement for current ELLs and Former ELLs.

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

Instructional materials utilized in the ESL class include:

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

Our ESL Coordinator holds staff development sessions/workshops for other staff members to help transition students from one grade to the next as well as from the Middle School model to the High School model. By creating portfolios of student work, former exams, and conferring notes we are able to transfer all of the information on the specific students to whatever school/grade they attend in the future. Our teacher attends professional development sessions provided by BETAC (Hunter) and the NYC Office of ELLs, to set goals and guide curriculum. In addition to this support, the staff (ESL teacher and content area teachers) participates in Q-TEL middle school workshops and the MATH/Science QTEL as well. Our literacy and math coaches provide professional development as well as modeling of best practices (ESL scaffolds). All staff members also participate in content area professional development throughout the school year facilitated by department heads. To further our knowledge of the ELL child, the ESL teacher will attend a TESOL conference this winter.

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						0	4							4
Intermediate(I)						0	1		2					3
Advanced (A)						0	2	6						8
Total	0	0	0	0	0	0	7	6	2	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							2						
	I							3						
	A								4	1				
	P							2	2	1				
READING/ WRITING	B							4						
	I							1		2				
	A							2	6					
	P													

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

While reviewing the comprehensive data of our English Language Learner population, we determined that there are various trends and patterns across the three grade levels. 60% of our ELLs are Spanish speakers, 20% of our ELLs are Chinese speakers, and 20% of our ELLs are speakers of less commonly spoken languages, such as Tibetan, Fijian, and Vietnamese. 54% of our ELLs are advanced, 27% are intermediate and 19% are beginner.

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

Reading and Writing

After careful review of the data, we determined that reading and writing presents various obstacles for our Beginner/Intermediate ELLs. Their ability is limited to decoding and sounding out words. While they have been improving in reading, they are just reaching the point of comprehension. As for writing, they are able to complete sentences but are lacking the ability to create complex sentences with various grammatical structures. As the students improve and move to the Intermediate level, they understand the purpose, main idea, and details of some shorter academic texts. They read word for word and understand most words and phrases. They are also able to scan shorter academic texts for specific information. They read texts with language that is concrete and factual, with some abstract and technical vocabulary concepts. They are able to effectively convey an idea, opinion, feeling or experience in a simple paragraph, though their writing often shows a lack of control over grammar, vocabulary and spelling.

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

Listening and Speaking

In general, our Beginning ELLs demonstrate overall strength in listening and speaking in English. They can recognize a number of common individual words and learned phrases, in a predictable context and on everyday personal topics. They understand greetings, simple instructions and depend on gestures and other context clues. Students functioning at this level require extensive assistance to make language comprehensible. Their academic vocabulary is limited and they have some difficulty producing correct grammar or syntax. They often use gestures to express meaning or switch to their first language. At the Intermediate level, our students start to use a range of grammatical structures. Grammar and pronunciation mistakes are frequent but they continuously improve their oral language and communicate comfortably and spontaneously in many situations. They use a variety of vocabulary and are able to incorporate unfamiliar words rather quickly. Their dialogue is fluent and they master grammatical structures. They can be understood by listeners and in case of misunderstandings are able to rephrase their sentence. Our students at the Advanced level demonstrate fluency in listening and speaking. They make presentations, can switch from BICS (Basic Interpersonal Conversational Skills) to CALPS (Cognitive Academic Language Proficiency Skills), use sophisticated vocabulary and can use greater language resources to analyze and solve problems to make decisions.

Each subject teacher is aware of the strengths and needs of our ELL population. Our teachers use a variety of instructional techniques as a matter of course: turn and talk, jigsaw, gallery walks, pair and share, peer editing, cooperative projects, and hands-on projects. Their

classrooms immerse students in the material being studied, and, by extension, students are immersed in the dynamics of the English language. Our ELL students are often paired with other students as another support in the classroom.

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

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: CASTLE MS

School DBN: 01M345

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judith De Los Santos-Peña	Principal		12/1/11
Brian Zager	Assistant Principal		12/1/11
Kaira Ramos	Parent Coordinator		12/1/11
Shirley Vargas	ESL Teacher		12/1/11
Luis Nieves	Parent		12/1/11
Jessica Rosner/ ELA	Teacher/Subject Area		12/1/11
Gus Marcellus/ Music	Teacher/Subject Area		12/1/11
	Coach		1/1/01
	Coach		1/1/01
Delca Ortiz	Guidance Counselor		12/1/11
Yuet Chu	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M345 **School Name: CASTLE Middle School**

Cluster: _____ **Network: 103**

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.

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

Of the 260 student attendees at CASTLE Middle School, 55.71% are Hispanic, 20.71% are Asian, 18.57% are African-American, 3.21% are Caucasian, and the remaining students are from other ethnic backgrounds. Approximately 14% of our students are Special Education students. 6 students in total are considered English Language Learners. 46 of our students have Individual Educational Plans (IEPs) and receive the full continuum of services including SETTS, integrated inclusion classes, instruction in self-contained classes, and related services such as speech and language, counseling, and adaptive physical education. 16 in a 12:1:1, 19 have CTTs and 22 are designated SETTS students. Most our students qualify for free lunch (we have the Universal Lunch program).

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

parents regarding our services.

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

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.

Written Translation Needs

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

Oral Interpretation Needs Assessment:

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

Part B: Strategies and Activities

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

Proposed Written Translation Services:

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

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

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

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

Proposed Oral Translation Services:

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

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

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