



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PABLO CASALS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X181

PRINCIPAL: CHRISTOPHER WARNOCK

EMAIL: cwarnoc@schools.nyc.gov

SUPERINTENDENT: ELIZABETH WHITE

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
Christopher Warnock	*Principal or Designee	
Catherine Schmidt	*UFT Chapter Leader or Designee	
Glodean Holder	*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	
Andrea Ardouin	Member/ Teacher	
Nikimia Brownfield	Member/ Parent	
Anne Brucia	Member/ Parent	
Isabel Fletcher	Member/ Parent	
Constantine Kouvatso	Member/ Assistant Principal/ Chairperson	
Mark Raimondi	Member/ Teacher	
Dawn Smith-Henry	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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 80% of the classroom teachers in all grades will design and implement two tasks in Literacy, Science, Social Studies, and Math that are embedded in a rigorous curriculum unit aligned to the Common Core Learning Standards (CCLS).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

To meet the Citywide Instructional Expectations for 2012-2013, teacher development focuses on supporting all students to meet the Common Core standards. In grades 6-12, students will experience eight Common Core aligned units of study: two in math, two in ELA, two in social studies, and two in science. To engage all students in a rigorous course of study, while meeting the newly aligned CCLS, grade level teachers will meet in teams to create tasks across the content areas focusing on these units of study. The tasks developed from the units would serve as the culminating activities to the unit plan and be used to evaluate student mastery of such topics.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Targeted Population(s): All students, including Students with Disabilities (SWDs) and English Language Learners (ELL).
- Responsible Staff Members: Assistant Principals, Literacy Coach, Math Specialist, and Teachers.
- Implementation Timeline: September 2012 through May 2013
- Professional Development: Teachers will have the opportunity to work with the Network Instructional Team; Teachers will attend workshops on designing lesson plans and unit plans aligned to the CCLS; Teachers will be kept informed of the resources available on websites such as the Common Core Library and Engage NY; Teachers will have the opportunity to share and exchange ideas at Departmental Lunch and Learns.
- Scheduling: Teachers will have the opportunity to meet with their team a minimum of 3 times per week to create unit plans and tasks, review samples of student work, and target learning objectives as a result of close analysis of student products.
- Monitoring: Teachers will maintain logs of their team meetings; unit plans and tasks will be reviewed by the Assistant Principals and Coaches; student tasks will be scored by teachers using rubrics and meaningful feedback; student tasks samples will be kept in a work portfolio.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- *Parents will have the opportunity to participate in a series of informational sessions throughout the school year to keep them updated on the progress of the CCLS and its alignment to the curriculum.*

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- *Professional Development opportunities will be available through the Network Instructional Team and the School Administrative Staff in areas such as lesson and unit plan writing to align with the CCLS, developing of rigorous tasks through the Universal Design for Learning and Webb's Depth of Knowledge Levels, and use of rubrics to evaluate student work.*

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *By June 2013, the number of students given the opportunity to take regents level courses will increase by a minimum of 20% from 91 to 110 students.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- *After reviewing the 2011-2012 regents data, it was determined that we would like to increase the number of students taking a more rigorous course of studies from 91 to 110 students. In addition to offering regents courses in Integrated Algebra and United States History and Government, students will have the opportunity to take the Living Environment Regents in June 2013.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *Targeted Population(s): In addition to students in Classes 801, 802, and 805, all 8th grade students will have the opportunity to take the Living Environment Regents upon the successful completion of the course requirements.*
- *Responsible Staff Members: Assistant Principals, for Math, Science, and Social Studies, Staff Developers, Data Specialist and Teachers.*
- *Implementation Timeline: September 2012 through May 2013*
- *Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teacher teams analyze past regents exams and align content to the CCLS; use of data to drive instruction.*
- *Enhancing Technology: Websites, such as castlelearning.com, jmap.org, smartsciencelab.com, regentsprep.org, khanacademy.org, will be used to support instruction.*
- *Scheduling: In addition to the current schedule, one period per day will be dedicated to enrichment opportunities.*
- *Academic Intervention: A program will be implemented before and after school in preparation for the Regents exams.*
- *Monitoring: Teachers will create activities and assessments that align the Regents classes to the rigor of the new CCLS. To enhance instruction, past Regents exam questions and websites will be incorporated into the course of studies.*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- *Teachers of Regents courses will keep parents informed of student progress through TeacherEase website.*
- *The Weebly website will be a source for parents to view assignments and resources to help improve student performance.*
- *A "Regents Preparatory" evening will enable parents to become familiarized with the curriculum, course requirements, expectations, and rigor of the courses offered in Math, Science, and Social Studies.*
- *Administration, in conjunction with the Parent Coordinator, Coaches, and Teachers, will attend monthly meetings to keep parents informed of updates and changes, or to answer any question or concerns parents may have regarding the Regents.*
- *Parents will be trained on the ARIS Parent Link.*

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:

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Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- *Partner with Truman High School in aligning Regents coursework with the curriculum and textbooks that meet the challenges of high school mandates.*
- *Purchase materials and books to aid students in further development of the regents curriculum.*

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *By June 2013, the progress level of all students at Pablo Casals MS 181 will increase from 9.5 points in the 2011-2012 school year to 15 points as measured by the 2012-2013 Progress Report.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- *The 2011-2012 Progress Report indicated that the student progress score was 9.5. In 2012-2013, we would like to increase the overall student progress level on the Math and ELA state exams to at least 15.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *Targeted Population(s): All students, including Students with Disabilities (SWDs) and English Language Learners (ELL).*
- *Responsible Staff Members: Assistant Principals, Literacy Coach, Math Specialist, and Teachers.*
- *Implementation Timeline: September 2012 through May 2013*
- *Professional Development: A comprehensive professional development plan will be implemented focusing on the instructional core for Math and Literacy; Teachers teams will meet to design unit plans to align with the CCLS, analyze student work and provide meaningful feedback to improve student performance; Lunch and Learns will offer opportunities for teachers to exchange ideas and keep them posted on updates to the CCLS; Direct instruction and interventions will be aligned to the newly created curriculum maps; Teachers will meet with coaches to analyze data on Acuity and ARIS.*
- *Scheduling: Teacher teams will meet a minimum of 3 times per week to review and analyze student work; There will be a 20 week after-school program for Math and ELA using student work and data to target instruction.*
- *Academic Intervention: Tutoring and small group instruction (before, during, and after school) for students scoring in the bottom third of their class; Creation of home components to target instructional needs; Use of online tools, such as Castle Learning, to support daily instruction.*
- *Monitoring: Teachers will maintain log sheets for team meetings and Response to Intervention (RTI) sheets for individualized student progress.*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- *Written permission from parents will be the criteria to enable a child to participate in the after-school program; Parents will receive weekly updates on the child's progress; Parents will monitor home components, administered to those students who require additional help with Math and ELA skills.*

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.

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- *Teacher will be compensated at the per session rate for instructing students during the 20 week after-school program.*
- *Materials will be purchased for use in the after-school program.*

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *By June 2013, the administration will conduct a minimum of 8 classroom observations per teacher, with meaningful feedback and resources, to improve teacher effectiveness by developing a shared understanding of instructional excellence.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- *After reviewing the NYSED Teacher Growth Scores, the administration wanted to increase the number of classroom visits (informal and formal) to help with teacher performance and providing meaningful feedback.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *Targeted Population(s): All students, including Students with Disabilities (SWDs) and English Language Learners (ELL).*
- *Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, Math Specialist, and Teachers.*
- *Implementation Timeline: September 2012 through May 2013*
- *Professional Development: Teachers will have the opportunity to work with the Network Instructional Team; Teachers will attend workshops on the use of the Danielson Framework including identified rubrics, Universal Design for Learning (UDL) strategies, and Webb's Depth of Knowledge Levels; Teachers will be kept informed of the resources available on websites such as the Common Core Library and Engage NY; Teachers will have the opportunity to use ARIS Learn or Teachscape videos for professional growth.*
- *Scheduling: Administration will conduct short, frequent observations and a minimum of 8 observations (informal/formal), providing meaningful feedback and support with follow-up action plans.*
- *Monitoring: Administration will maintain observation and attendance logs, teacher feedback ledgers, and ARIS Learn or Teachscape professional development transcripts.*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- *Professional Development in the Danielson Framework, ARIS Learn, and Teachscape will be available for teachers, supporting professional growth.*

ANNUAL GOAL #5 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *By June 2013, the number of Superintendent suspensions will show a reduction of at least 15%, as measured by the 2012-2013 OOORS data reports.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- *During the 2011-2012 school year, the Department of Education Occurrence Reporting System showed that 18 students received superintendent level suspensions. This number will be reduced by at least 15%.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.
- *Targeted Population(s): All students, including Students with Disabilities (SWDs) and English Language Learners (ELL).*
- *Responsible Staff Members: Principal, Assistant Principals, Deans, Guidance Counselors, and Teachers.*
- *Implementation Timeline: September 2012 through May 2013*
- *Scheduling: Classroom visitations by deans, guidance counselors and administrators to discuss behavior and be proactive before incidents occur; An expansion of our positive reinforcement programs that will encourage positive behaviors, provide rewards, and incentives; Use of Guidance Counselors and Social Workers for "At Risk" students; Review Occurrence Reports on a monthly basis to identify areas of concern, and use peer mediation to resolve issues in a non-violent way.*
- *Monitoring: Review Learning Environment Survey results focusing on safety and respect responses by children and parents; Review Occurrence Reports for the 2012-2013 school year monthly, and track rate of suspensions compared to 2011-2012, Identify trends and areas of concern with regard to behavior; Review the year end OORS summary to confirm meeting the goal.*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- *Prompt verbal and written communication with parents of students who are involved in incidents requiring a Superintendents Suspension; Parent meeting conducted by Principal, Assistance Principals, and Deans to discuss the details of the incident warranting suspension; Parents are informed that the student may need to meet with the Guidance Counselor or Social Worker.*

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- *Use of Guidance Counselors and/or Social Workers for "At Risk" counseling; Use of certificates, pins, trophies, rewards, and other positive incentives to encourage 'good' behavior.*

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	Skills Based - Reading and Writing aligned to the CCLS	small group instruction tutoring	during the school day, after school
Mathematics	Skills Based /Remediation Leveled Word Problems aligned to the CCLS	small group instruction tutoring	during the school day, after school
Science	The intervention is aligned with ELA and Science concepts, integrating core curriculum with reading and writing skills	small group instruction	during the school day, after school
Social Studies	The intervention is aligned with ELA and Social Studies concepts, integrating core curriculum with reading and writing skills	small group instruction	during the school day, after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Crisis Intervention Educationally Related Support Services (E.R.S.S.)	small group instruction One-to-one	during the school day, before or after school in emergency situations

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.

Pablo Casals (11X181) is a 6th, 7th, and 8th grade middle school that takes pride in hiring only the best and most qualified teachers to educate our students. Since the school is 100% departmentalized, it is important that we have a rigorous interview process seeking applicants that are extremely knowledgeable in their specific content area. The interview committee utilizes every city resource, partnership, and tool to employ only the best candidates for such positions. Working to drive teacher effectiveness starts with a clear vision that is shared by the entire 181 community. A respectful and open relationship between staff and administration, and the ongoing communication and professional development help to attract and retain some of the most highly qualified teachers who apply for teaching position in the New City Public Schools.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

(NOT APPLICABLE)

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 (or a dedicated staff person) 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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;
- arranging additional meetings at other flexible times, e.g., morning, evening 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

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 participate in their child's education

- 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;

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);
- monitor the amount of time my child watches television, plays video games, and/or uses social media;
- 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., 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 Rudy Rupnarain	District 11	Borough Bronx	School Number 181
School Name Pablo Casals			

B. Language Allocation Policy Team Composition [?](#)

Principal Christopher Warnock	Assistant Principal Nelson Medina
Coach Peter Mastropolo / Math	Coach Jennifer Kirrane/Literacy
ESL Teacher Marlene Roth/ESL	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Peggy Allicock
Related Service Provider Todd Alper/SETSS	Other
Network Leader	Other

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	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	685	Total Number of ELLs	14	ELLs as share of total student population (%)	2.04%
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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. 

Paste response to questions 1-6

1a. When the parent/guardian comes to register the child, he/she is given the home language survey by the pupil personnel secretary, Mrs. Bassani. At that time, it is determined if a bilingual liaison is needed (primarily Spanish speaking). The Assistant Principal, Mr. Medina, is present to help interview and assist the parent/guardian as the Spanish interpreter. The Spanish Teacher, Ms. Richards, also serves as an interpreter, when needed.

1b. The completed home language survey is given to the ESL Teacher, Mrs. Roth, who, along with Mr. Medina (AP who supervises the ELLs' teachers) make the final decision of the HLIS and administers the LAB-R within 10 days of admission. If a student is Spanish speaking, the Spanish LAB is also administered within the 10 day window of admission. The student is then placed in the appropriate Freestanding ESL group as determined by Mrs. Roth according to level and need.

1c. Every Spring the complete NYSESLAT is given to all the ESL students who have not attained a proficient score. The ESL teacher administers and evaluates each student's rating (Beginning, Intermediate, and Advanced) based on the NYSESLAT and organizes the groups according to their level, instructional time and need (Listening/Speaking and/or Reading/Writing). The ATS Report used to determine the NYSESLAT eligibility is the exam history report (RLAT).

2. The parent/guardian is invited to an orientation with the ESL teacher, Mrs. Roth, the Parent Coordinator, Mrs. Allcock, the Principal, Mr. Warnock, and, if needed, an interpreter, Mr. Medina (AP/Spanish speaking Supervisor of ELLs) where the "Parent Entitlement Letter" is distributed and completed; the optional ESL programs offered in NYC are explained at the orientation. At this time a video is shown and a pamphlet, in the family's native language, is distributed explaining the programs available in the NYC Public Schools (Transitional, Bilingual Education, Dual Language, and Freestanding). If the parent/guardian is interested in an ESL program other than the Freestanding one, the ESL teacher and Parent Coordinator contact local schools in the area that offer the other programs and arrange for the parent/guardian to visit those schools within five days. The only ESL program offered at MS 181 is the Freestanding ESL program. If this is the program that the parent/guardian decides will best serve the needs of their child, the student undergoes all necessary testing, LAB-R, Spanish LAB (if needed), and literacy and math evaluations of basic skills, within the first 10 days of the child's attendance at the school. Also discussed, are the intervention programs that are available to the ELL students (i.e. after school, zero intervention period, and in school tutoring)

3. The "Parent Entitlement Letters" and "Parent Survey and Program Selection" forms are distributed to the parent/guardian at the time of registration by the Pupil Personnel Secretary and the Parent Coordinator. The forms are completed and returned to the ESL teacher at the time of registration. If the parent/guardian requires more time to complete these forms, the student brings the forms to the ESL teacher within the first 10 days of admission. The Parent Coordinator does a daily follow up with the parent/guardian until all necessary forms are returned, prior to the 10 day timeframe. The original forms, when returned, are placed in the student's file and a copy is placed in the "ESL Compliance Binder" which is located in the office of the ESL teacher, Mrs. Roth.

4. After it is determined that the student is entitled to the ESL Program and the parent is in agreement with the placement, the ESL

teacher sends the "Placement Letter" home to the parent/guardian in the native language. The parent/guardian is aware that MS 181 only offers a Freestanding ESL program and a description of such a program is explained in detail, including how the child is placed and the services that will be afforded to the child in this type of program. All communication is done in the native language of the parent/guardian, usually English or Spanish. If the parent/guardian decides that this is the setting that they want for their child, the ESL teacher and Parent Coordinator meet with the child to get a better understanding of the child's academic standing, including his/her knowledge of English. If the parent/guardian does not think that this is the appropriate setting for the child, the Parent Coordinator will reach out to the local schools to find the appropriate ESL program (Transitional, Bilingual or Dual Language) that will best serve that child's needs. Traditionally, parents/guardians of ELL students who register at MS 181 opt to keep their child in the Freestanding program. For students who do not achieve a proficient score on the NYSESLAT, a continued entitlement letter is sent home in both English and the native language, and kept on file in the student folder and ESL teacher's compliance binder.

5. In the past 6 years, ten students entered MS 181 with only their native language skills. The parents/guardians of these children were informed of the ESL programs (Transitional, Bilingual and Dual Language) and afforded the opportunity to visit schools who offered these programs. In both the 2010-2011 and 2011-2012 school years, only one child each year immigrated to the United States and registered at MS 181. The native language of both students was Spanish and the parents/guardians chose to place their children in the Free Standing ESL Program at MS 181.

6. The Free Standing ESL Program is the preferred model that the parents request when registering their children at MS 181.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	6
SIFE	3	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	4

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. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	5	2	0	5	1	3	4	0	3	14
Total	5	2	0	5	1	3	4	0	3	14

Number of ELLs in a TBE program who are in alternate placement: 0

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													

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

**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 L	EP																		
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	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	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							7	2	3					12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							1		1					2
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	8	2	4	0	0	0	0	14

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

Paste response to questions 1-7 here

1. The program used is a Pull-out model which is ungraded and groups the children according to their English proficiency level. In literacy, the beginning students start with basic English vocabulary. The vocabulary is used in speaking, reading, and creating basic phrases and simple sentences. The vocabulary is used to write phrases and simple sentences with the aid of picture prompts. Primers and picture books are the prime source of instructional materials for beginning ELLs and audio tapes help to promote language development. Intermediate and Advanced students build on prior knowledge in vocabulary, reading and writing. There are various grade level vocabulary books used to build word recognition and meaning, leveled libraries are available so student have a variety of reading material below or at grade level, and workbooks that use writing prompts help with the development of writing. Books on tape are also used to promote reading and language development.

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

A. Programming and Scheduling Information

Science. Proficient students meet with the ESL Teacher on an as needed basis for 2 additional years, especially to assist with Science and Social Studies projects, and Math problem solving strategies.

3. All instruction for all of the content areas are presented in English. The ESL Teacher reinforces the content subject areas using the vocabulary and the necessary reading skills to ensure success. The ESL Teacher affords the students a more concrete approach to understanding the topics presented in class by building a vocabulary of terms that they are familiar with, the use of pictures and diagrams, and sentences and paragraphs that are paraphrased for better understanding by ELL students. The subject area content is thus presented within the students level of understanding. The Impact Mathematics Text and support materials are available in Spanish for all three courses. This correlates to the NYS Math Exam that is also available in Spanish.

4. The students are evaluated in English not their native language because English is the only language of instruction.

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

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

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

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

6. For ELLs identified as having special needs, the approach is more individualized. The ESL teacher has a copy of the IEP for each ELL-SWDs to help understand the individual needs of these students as indicated on the IEP. The ESL teacher supplements the grade level material using manipulatives and visuals that make the concepts clearer with a better development of the English language. Students are also given individualized computer based instruction, such as Raz-Kids and IXL, to help with vocabulary, reading, use of language, and development of mathematical concepts.

7. The ELL-SWDs will be scheduled for the class that best fits their needs according to their IEP. In addition to the self-contained special education classes, students are offered placement in the ICT or SETSS setting. The ICT class has both a general education and special education teacher serving the needs of the students on grade level. The students in the SETSS class are in a small group setting of no more than 20 students served by a general education and SETSS teacher. Both classes provide the appropriate accommodations necessary for those ELL-SWDs as described on the IEP. The "Response to Intervention" (RTI) committee meets weekly to discuss and review identified students, providing instruction and interventions that will best serve the needs of those student. The Special Education teacher, Special Education Liaison, and RTI Committee will also target and recommend students to be mainstreamed into general education classes in various subject areas, monitoring individual student progress.

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
--------------------	----------------------------	--------------------	----------------------------

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?

Paste response to questions 8-17 here

8. The school offers a variety of interventions for both the general education and special education ELL population in English. Small group instruction is scheduled during the school day that targets specific skills in both ELA, Math, Science, and Social Studies at a performance level that meets the needs of the individual student by grade and level. There is an intervention period at the beginning of the school day that targets the basic literacy and math skills of the ELLs by grade and level. These skills are applied to the content of the Social Studies and Science curriculum.

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

10. The ELLs are given home components created by the teacher to address individual needs in basic math and literacy skills. Computer programs, i.e. Study Island, RazKids, and IXL are also used to enhance the needs of the student in math and literacy through individualization. Journal writing has been implemented in all the subject areas to help prepare students to be better writers by connecting concepts to the written word.

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

12a. All ELLs are encouraged to participate in any academic and social programs that are offered before, during and after the school day.

12b. Programs include CHAMPS Sport Program (before and after school), the intervention period that targets the basic literacy and math skills of the ELLs by grade and level (during school), TASC, Spanish Heritage Festival, and the African American Program (after school).

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

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

15. The required services, support, and resources are aligned to correspond to the age and grade level of the student. Sometimes it is necessary to adjust the program to a different grade level, such as in the case of SIFEs. Small group instruction is also provided for those ELLs requiring additional support by scheduling them into classes of no more than 15 students per class, one on each of the three grade levels.

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here (Not Applicable)

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. All teachers in our school are considered as teachers for English Language Learners and have various opportunities to participate in our school focus of differentiated instruction for professional development. Resources include CFN 608 support organization, as well as the NYCDOE Regional Special Education Technical Assistance Support Center. Classroom teachers receive site-based, in-class staff development through out the course of the year in core curricula from school-based coaches, support staff and consultants. Opportunities are available during grade meetings and common planning sessions to discuss student work and review assessment data. Staff will continue to be exposed to research in second language learning acquisition, best practices for ELL students and techniques to improve communication between home and school. Professional workshops are provided throughout the school calendar year. In addition, the ESL Teacher attends all meetings offered through the CFN 608 and various organization around the Metropolitan area i.e. The Jewish Museum of Heritage, and the UFT. The ESL Teacher turn keys the information received at these meetings to the teachers of ELLs and other appropriate personnel (i.e. Pupil Personnel Secretary and Parent Coordinator).

2. The teachers are informed that they have an ELL child in their class, who will require assistance in the various subject areas. In mathematics a Spanish edition of the text is provided to support the child, if needed. Accommodations are provided based on the recommendation of the ESL teacher and the student level for the different subject areas, including extra time for testing and questions read. If the student has not reached proficient level prior to grade 8, he/she is recommended, by the ESL Teacher and Guidance Counselor, to continue ELLs services in accordance with the high school that the student attends. The Guidance Counselor will find the appropriate program and placement for high school bound students. Parent Coordinator, ESLTeacher, and Special Education Liaison will review such recommendations, making it possible for the student and parent to visit the high school if necessary.

3. All staff receive training during professional development day and faculty meetings to gain knowledge of the ELL identification process, mandated services, as well as the components of this policy. Parent coordinators and school secretaries are supported through separate staff development offered by the school, the network and the DOE. The ESL Teacher meets with the subject teacher at the beginning of and throughout the school year to recommend strategies to use with the ELLs in the class environment. As the child becomes more fluent in English, the ESL and classroom teachers meet periodically to reassess the level of performance that the child should be able to achieve successfully. The ESL Teacher attends the minimum 7.5 hours of ELL training and turn keys the information to all teachers of ELLs and pertinent staff members. In addition, classroom teachers are informed of and encouraged to participate in the various professional development and courses offered at the colleges and universities throughout NYC.

E. Parental Involvement

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

Paste response to questions 1-4 here

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

2. The school does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents. However, the parent coordinator provides information to ELL parents regarding programs and opportunities available to them, allowing for an easier transition into the school and community. When necessary, translation services are provided by the Assistant Principal, Spanish Teacher, and other teachers and support staff fluent in several different languages. The population requiring such services is minimal.

3. Upon registration, the parent coordinator meets with the parent/guardian of the new ELL student to inform he/she about the variety of programs offered at the school both academically and socially. The parent coordinator will help the family with any questions they might have regarding their transition to the new environment. The parent coordinator is the prime source of community outreach for the family and takes a vital interest in helping the new student assimilate to the school community. The needs of our ELL parents are determined through parent surveys and questionnaires, feedback during PA meetings, and parent participation in the School Leadership Team. When needed, written and oral translation are available in Spanish, French, and Italian.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		6						7
7	2								2
8			2						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			1		2		2		5
8	4		2						6
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

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Middle School (N/A)

2. Analysis of the 2011 assessment data, including NYSESLAT and LAB-R for new admits, indicates students performing at the following levels: 4 students at beginning proficiency, 3 students at intermediate proficiency, and 5 students at advanced proficiency. The proficiency levels indicate that the ELLs consistently do better on the Listening/Speaking part of the NYSESLAT as compared to Reading/Writing part on all grade levels. 10 of the 12 ELL students were advanced or proficient in Listening/Speaking while only 5 of the 12 ELLs reached advanced proficiency in Reading/Writing.

3. Reading and writing are stressed due to the proficiency levels on all grades. Skills involving main idea, context clues, cause and effect, and inferencing are addressed in reading. Emphasis in writing is placed on vocabulary usage, grammar, sentence structure, organizing paragraphs, and editing.

4. a. The only assessments offered in other languages are the NYS math exam and the 8th grade Science exam in Spanish. Since instruction is administered in English very few student opt to take a translated version of content area exams.

b./c. The ELL Periodic Assessment is not offered at this school.

5. N/A

6. When evaluating the success of the ESL program at MS 181, the NYSESLAT scores are analyzed for student growth by level and skill (Listening/Speaking and Reading/Writing). Traditionally, the students do better in Listening/Speaking, therefore, the ESL Teacher knows that the returning ELLs will require further instruction in the area of Reading/Writing and prepares materials to support those skills by levels attained (Beginning, Intermediate or Advanced). The program is also evaluated on the individual success of the students in their literacy, math, and core subject areas. For example, a SIFE child, who was unable to read or write (in either English or their native language) at the beginning of the program, shows progress in reading and writing, and participates in all class and school activities is deemed successful. The individual report card grades and evaluations by the subject teachers of ELL students are also used as an indication for the program's success. For example, students proficient in their native language, who are able to communicate, read, and write in English at the end of one year are considered successful. Traditionally, the ELL population at 181 has met the promotional criteria at all grade levels.

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: Pablo Casals

School DBN: 11X181

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christopher Warnock	Principal		12/12/11
Nelson Medina	Assistant Principal		12/12/11
Peggy Allicock	Parent Coordinator		12/12/11
Marlene Roth	ESL Teacher		12/12/11
	Parent		1/1/01

School Name: Pablo Casals

School DBN: 11X181

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Todd Alper/SETSS	Teacher/Subject Area		12/12/11
	Teacher/Subject Area		1/1/01
Peter Mastropolo/MATH	Coach		12/12/11
Jennifer Kirrane/ELA	Coach		12/12/11
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X181 **School Name:** Pablo Casals

Cluster: 6 **Network:** 08

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.

Our needs assessment was determined by using the Home Language Survey and an oral interview at the time of registration in the parent's native language. The parent orientations are also viewed in their native language. Written translation and oral interpretation is available in Spanish.

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.

Although written translation and oral interpretation is available in Spanish, MS 181 is primarily an English speaking school community with very few parents requiring translation services. In addition to the HLIS and interview at registration, families are also informed of interpretation availability at PA meetings and on the school website, as well as through the Office for Family Engagement and Advocacy Translation and Interpretation Unit. These findings are distributed to the staff via a memorandum.

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.

Although MS 181 is primarily an English speaking school community, documents and forms (i.e. translated Bill of Parents Rights and Responsibilities) are available in Spanish. If needed, written translation of school notices will be translated into Spanish by school staff and attached to English notices. Written translation services are handled in-house by school staff.

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.

Households identified as Non-English speaking are provided with oral interpretation services through in-house school staff fluent in Spanish, Italian, and French.

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>.

Upon registration and at orientation, parents identified as Non-English speaking are given the Bill of Parents Rights and Responsibilities in Spanish. A sign is posted in the main lobby of the school indicating the covered languages and website of interpretation services.