Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PABLO CASALS MIDDLE SCHOOL 181

DBN (*i.e. 01M001*): 11X181

Principal: CHRIS WARNOCK

Principal Email: CWARNOC@SCHOOLS.NYC.GOV

Superintendent: ELIZABETH WHITE

Network Leader: RUDY RUPNARAIN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Christopher Warnock	*Principal or Designee	
Mark Raimondi	*UFT Chapter Leader or Designee	
Jan Berkmans	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Constantine Kouvatsos	Member/ Assistant Principal	
Nelson Medina	Member/ Assistant Principal	
Marlon Williams	Member/ Assistant Principal	
Catherine Schmidt	Member/ Teacher	
Andrea Ardouin	Member/ Teacher	
Nikimia Brownfield	Member/ Parent	
Isabel Fletcher	Member/ Parent	
Carol Larcohe	Member/ Parent	
Alfred Lynch	Member/ Parent	
Peggy Allicock	Member/ Parent Coordinator	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
N/A	**Title I Plan (Only for schools receiving Title I funding)**
N/A	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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 2014, 100% of all Literacy and Math teachers will implement rigorous CCLS aligned tasks infused within the Scholastic Code X and CMP3 curricula.

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.
Based on the 2013 New York state results in ELA and Math and the school's commitment to more rigorous curricula, teacher development will focus on supporting students to meet the Common Core State Standards. All students will learn content by engaging in standards aligned curricula in both Literacy and Math. Teachers will evaluate student mastery by administering multiple CCLS aligned tasks in both Literacy and Math.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Teachers will have opportunities to attend ongoing workshops on developing and implementing the new curriculum presented by Assistant Principals and Coach. 2. Teachers will share resources and best practices in weekly grade level teacher team meetings.
B. Key personnel and other resources used to implement each strategy/activity
1. Math and Literacy Assistant Principal, Literacy Coach and Teachers 2. Teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teacher's unit and lesson plans will be reviewed by Assistant Principals and the Literacy Coach on an ongoing basis to determine further need. 2. Student tasks will be evaluated using rubrics and meaningful feedback will be provided and student work will be kept in portfolios.
D. Timeline for implementation and completion including start and end dates
1. Teachers will receive professional development on the new curricula beginning in September 2013 and ending in June 2014. 2. Teachers will collaborate within their teacher team meetings every day beginning in September 2013 and ending in June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teachers receive 45 minutes of professional development every Monday and they will also receive 2 full day professional development aligned to the curriculum in the Fall and Spring of this year. 2. Teachers meet in grade level teacher team meetings daily.

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).
Parents will have the opportunity to attend workshops throughout the year to keep them informed about the new CCLS aligned curricula.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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 2014, the administration will conduct a minimum of 6 observations that will address the 22 competencies within the Danielson Model of Teacher Effectiveness to evaluate 100% of the teachers.

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.
In order to move students toward meeting higher standards, school leaders will support teacher growth through frequent classroom visits. The administration will provide teachers with meaningful feedback in order to assist their efforts in improving instructional practice.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Teachers will have the opportunity to attend weekly professional development opportunities on curriculum and delivery of instruction and effectively implementing using the Danielson Framework in the classroom. 2. Literacy Teachers will have the opportunity to attend weekly lesson planning assistance clinics. 3. Teachers will collaborate daily in grade level teacher team meetings in order to plan, refine lessons, share resources and best practices.
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, Assistant Principals, Coach and Teachers 2. Literacy Coach and literacy teachers 3. Assistant Principals, Literacy Coach and Teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Principal and Assistant Principals will present professional development opportunities based off of need on a weekly basis. The observations will be be entered into the Advance system. 2. Literacy Coach will review lesson plans and offer suggestions to literacy teachers. 3. Assistant principals and literacy coach will sit in on teacher team meetings to observe and offer suggestions when necessary.
D. Timeline for implementation and completion including start and end dates
1. September 2013 through June 2014 2. September 2013 through June 2014 3. September 2013 through June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. 45 minute weekly meetings allotted for staff for continuous curriculum support and pedagogical development. 2. Lesson plan clinics held weekly for teachers. 3. Daily grade level teacher team meetings.

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).
Parental awareness and informational sessions held throughout the year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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.
To increase the level of performance of students with disabilities on the 2014 NYS ELA exam by 10%.

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.
Students with disabilities did not meet the Adequate Yearly Progress Measure on the 2013 ELA exam.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Special education teachers will be given the opportunity to attend professional development opportunities on implementing effective guided reading instructional practices. 2. Every special education classroom has been stocked with student computers and instructional software. 3. A Special Education School Improvement Specialist will assist teachers in developing lesson plans and refining their instructional delivery. 4. A book-in-a-bag home component will assist students in increasing comprehension skills.
B. Key personnel and other resources used to implement each strategy/activity
1. Literacy Coach, Special Education School Improvement Specialist and Special Education Literacy Teachers 2. Principal, Assistant Principals, Literacy Coach 3. Literacy Coach, Special Education School Improvement Specialist and Special Education Literacy Teachers 4. Assistant Principal, Literacy Coach and Special Education Literacy Teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Principal, Assistant Principal, Literacy Coach and Special Education School Improvement Specialist will conduct ongoing observations. 2. Teachers will use online technology programs such as Raz-Kids and Rally online to determine growth. 3. Principal, Assistant lPrincipal, Literacy Coach and Special Education School Improvement Specialist will conduct ongoing observations. 4. Fountas and Pinnell running records will be administered to determine growth.
D. Timeline for implementation and completion including start and end dates
1. September 2013 through May 2014 2. September 2013 through June 2014 3. October 2013 through May 2014 4. January 2014 through June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Literacy Teachers will receive ongoing professional development opportunities monthly. Paraprofessionals received training on assisting in the instruction in the classroom. 2. Teachers have received 4 new computers, a listening library, guided reading materials and various instructional software programs for use in their classroom. 3. A Special Education School Improvement Specialist will observe and meet with Special Education Literacy teachers on a weekly basis. 4. Parent partnership in the book-in-a-bag initiative will be requested through verbal and print resources. This initiative will be used a home component in literacy.

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).
1. Parents will be informed through written and verbal communication. 2. Parents will be given the opportunity to partner with teachers in ensuring student progress in the book-in-a-bag initiative.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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.

To increase the median adjusted growth percentile on the 2014 NYS ELA exam by 10%.

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.

On the 2013 ELA exam, the median adjusted growth percentile was 56%. Through the use of intervention and enrichment programs, we intend to increase the median score of students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. A comprehensive plan will be implemented focusing on the intervention of at risk students. The plan includes tutoring students during zero period and advisory periods.
2. An after school program will be implemented that focuses on instructional practice using the i-Ready online and curriculum program.
3. Students will utilize two home component online programs, My On Reader and Study Island, designed to increase stamina and comprehension.
4. Additional programs have been implemented for students in order to increase enrichment in ELA. The Dream Program and Kaplan programs provide students with enrichment in order to provide college and career readiness.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principals, Literacy Coach and Teachers
2. Assistant Principal, Literacy Coach, Teachers; I-Ready Technology Program
3. Principal, Assistant Principals, Literacy Coach, and Teachers; My On Reader and Study Island software programs
4. Principal, Assistant Principal, Teachers and Dream and Kaplan Program consultants

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will maintain logs for attendance and a summary of interventions during zero period and advisory instruction.
2. Student progress measured through the analysis provided by the i-Ready online program. Teachers will maintain logs for attendance.
3. Assistant Principal and Literacy Coach will track progress through software created charts.
4. Teachers will maintain logs for attendance.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – May 2014
2. January 2014 through April 2014
3. November 2013 through April 2014
4. April 2014 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers provide intervention for students during zero period twice per week. Teachers provide intervention for students on a weekly basis.
2. Training for teachers on i-Ready will begin in December 2013.
3. Teacher training on My On Reader and Study Island will begin in November 2013.
4. Students will receive after school enrichment through the Dream and Kaplan programs each week.

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).

1. Parents will be informed about intervention and enrichment programs through verbal and written communication and through notifications via the School Info App and the website in December 2013.
2. Parents will be informed about intervention and enrichment programs through verbal and written communication and through notifications via the School Info App and the website in December 2013.
3. Parents will be informed about intervention and enrichment programs through verbal and written communication and through notifications via the School Info App and the website in December 2013.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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.
To increase the median adjusted growth percentile on the 2014 NYS Math exam by 10%.

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.
On the 2013 ELA exam, the median adjusted growth percentile was 65%. Through the use of intervention and enrichment programs, we intend to increase the median score of students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. A comprehensive plan will be implemented focusing on the intervention of at risk students. The plan includes tutoring students during zero period and advisory periods. 2. An after school program will be implemented that focuses on instructional practice using the i-Ready online and curriculum program. 3. Students will utilize the home component online program Study Island and Khan Academy for math practice, intervention and enrichment. 4. Additional programs have been implemented for students in order to increase enrichment in Math. The Dream Program and Castle Learning online program provide students with enrichment in order to provide college and career readiness. A Math Algebra Regents Prep Course will take place after school.
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, Assistant Principal and Teachers 2. Assistant Principal, Teachers; I-Ready Technology Program 3. Principal, Assistant Principals, and Teachers; Khan Academy and Study Island software programs 4. Principal, Assistant Principal, Teachers and Dream Program consultants Principal; Castle Learning online program
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teachers will maintain logs for attendance and a summary of interventions during zero period and advisory instruction. 2. Student progress measured through the analysis provided by the i-Ready Technology software. Teachers will maintain logs for attendance. 3. Assistant Principals and Literacy Coach will track progress through software created charts. 4. Teachers will maintain logs for attendance. Growth analysis provided by Castle Learning online program.
D. Timeline for implementation and completion including start and end dates
1. September 2013 – May 2014 2. January 2014 through April 2014 3. November 2013 through April 2014 4. April 2014 through June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teachers provide intervention for students during zero period twice per week. Teachers provide intervention for students on a weekly basis. 2. Training for teachers on i-Ready will begin in December 2013. Students will stay afterschool for on Tuesdays and Wednesdays. 3. Teacher training on Khan Academy and Study Island will begin in November 2013. 4. Students will receive enrichment through Kaplan and Dream programs after school each week.

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).

1. Parents will be informed about intervention and enrichment programs through verbal and written communication and through notifications via the School Info App and the website beginning in December 2013.
2. Parents will be informed about intervention and enrichment programs through verbal and written communication and through notifications via the School Info App and the website beginning in December 2013.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, 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 instruction –aligned to CCLS • Guided Reading Instruction • Online Interventions – My On Reader, I-Ready and Study Island • Book –in-a-Bag initiative • Advisory Tutoring Instruction • Zero Period Tutoring using CCLS aligned curriculum CCLS aligned software and curriculum	Small group instruction, tutoring, home components	During the school day and after school through the use of home components
Mathematics	• Skills Based instruction aligned to CCLS • Online Interventions – i-Ready, Khan Academy, Study Island • Advisory Tutoring Instruction using CCLs aligned curriculum • Zero Period Tutoring using CCLS aligned software and curriculum	Small group instruction, tutoring, home components	During the school day, after school
Science	• Skills based instruction aligned with ELA and Science concepts integrating CCLS in reading and writing.	Small group instruction	During the school day
Social Studies	• Skills based instruction is aligned with ELA and Social Studies concepts integrating CCLS in reading and writing.	Small group instruction	During the school day
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 and after school in emergency situations

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
	School Wide Program (SWP)		**Targeted Assistance (TA) Schools**	**X**	**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
N/A

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
N/A

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
N/A

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
MOSL committee was selected to choose new teacher evaluation MOSL assessments used this school year.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
N/A

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required 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

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

MAY 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;
- convening an Annual Title I Parent Meeting prior to December 1st 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 will 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.

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 ⓘ

District 11	Borough Bronx	School Number 181
School Name Pablo Casals		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Christopher Warnock	Assistant Principal Nelson Medina
Coach	Coach Jennifer Kirrane
ESL Teacher Melissa Lonquich	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Peggy Allicock-Caines
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	881	Total number of ELLs	15	ELLs as share of total student population (%)	1.70%

Part II: 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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							2	2						4
SELECT ONE														0
Total	0	0	0	0	0	0	2	2	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	**Newcomers (ELLs receiving service 0-3 years)**	7	**ELL Students with Disabilities**	7
SIFE	0	**ELLs receiving service 4-6 years**	6	**Long-Term (completed 6+ years)**	2

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 SWD. ⓘ

ELLs by Subgroups		
ELLs (0-3 years)	**ELLs (4-6 years)**	**Long-Term ELLs (completed 6 years)**

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	7	0	2	6	0	4	2	0	1	15
Total	**7**	**0**	**2**	**6**	**0**	**4**	**2**	**0**	**1**	15
Number of ELLs who have an alternate placement paraprofessional: 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**
SELECT ONE														**0**
SELECT ONE														**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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							3	7	3					13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2						2
TOTAL	0	0	0	0	0	0	3	9	3	0	0	0	0	15

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)							3							3

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)						1								1
Advanced (A)						2	6	3						11
Total	0	0	0	0	0	3	9	3	0	0	0	0	0	15

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	2	1			3
6	4	2			6
7	3				3
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	3								3
6	5		2		1				8
7	3								3
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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				
Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   At MS 181 we evaluate the student's literacy skills through running records and various teacher created materials. For the ELLs that have taken the ELA exam we evaluate the exam results to determine student levels as well. We use the data from the LAB-R and NYSESLAT to also help determine the students' strengths and weaknesses. We have learned from the review of our data that our ELL students have a strength in listening/ speaking skills and a weakness in reading/ writing skills. Focus is placed on reading and writing skills within all classrooms to concentrate on improving those skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   At MS 181 we have found that our ELL population consistantly do better on the listening/ speaking section of the NYSESLAT and LAB-R across proficiency levels and grades.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   The most recent NYSESLAT modalities report is not available at this time. However, in the past the listening/speaking section on the NYSESLAT and LAB-R are consistantly higher in our school than the reading/ writing modality, therefore a focus on improving our ELL students in reading/ writing is a priority. Buidling reading/ writing skills is stressed due to the profiency 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 usuage and building, grammer, sentence structure, organizing paragraphs, and editing. Differentiation is used in ESL class as well as the students main classroom settings in order to better serve the students' needs. The ESL teacher intergrates multiple subjects when ever possible during ESL time in order to target improving reading/ writing skills in content areas.
4. For each program, answer the following:
   a. 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?

   There is no bi-lingual and dual language program at MS 181, only ESL. The following information is in regards to the ESL program.

   a. Across proficiencies and grades we find that the students do consistantly better in listening/ speaking than they do in reading/ writing. The only state assessment offered in any language other than English is the NYS math exam as well as the 8th grade science test. However, since instruction throughout the school is administered in English, very few students opt to take a translated version of content area exams.

   b. MS 181 at this time has chosen not to participate in the optional ELL periodic assessments.

   c. MS 181 at this time has chosen not to participate in the optional ELL periodic assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
   The students' second language development is taken into consideration when making instructional decisions such as which class to place a child, and how the child's classwork is differentiated depending on where they are in terms of their second language acquisition skills. The student's ESL teacher and classroom teachers work closely to determine the needs of the individual student and the ESL teacher assists the teacher in ideas to help plan lessons that have ESL methodologies infused within them.
7. 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?

   N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   When evaluating the success of the ESL program at MS 181, the NYSESLAT scores are analyzed for student growth by level and skill. Traditionally, the students do better in listening/speaking and show a weakness in reading/writing. Therefore, the ESL teacher knows that the returning ELL students will require further instruction to improve the area of reading/writing and prepares material 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. The individual report card grades and evaluation by the subject area 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 the year are considered successful. Traditionally, the ELL population at MS 181 has met the promotional criteria at all grade levels.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)
   Upon arriving to the office to register, the Home Language Identification survey is given to the parents of newly admitted students to fill out by a licensed teacher or Mr. Warnock, our school's principal. Help is offered to the parent in explaining the Home Language Survey and how to fill it out. An interpretor is used when needed to fill out the HLIS. There are multiple pedagogues available in the school that can translate between Spanish and English, all other languages have to be called into the NYCDOE translation services. The HLIS is given to the ESL teacher, Ms. Lonquich, in order to determine if the student is eligible to take the LAB-R and subsequently eligible for ESL services. Ms. Lonquich is also the person that conducts an oral interview with the student. A translator is brought in to help interview a student that can not communicate in English. On the HLIS, there are eight questions. If one of the questions from one to four is marked as "other than English is spoken at home," and two questions are marked as other than English is spoken, from questions five to eight, the child is a potential ELL. Once the ESL teacher collects the HILS from parents and determines that a language other than English is spoken at the child's home, the ESL teachers administer the Language Allocation Battery (LAB-R) test to that child within ten days of enrollment. Students that score below proficiency will be eligible for state mandated services and to take the New York State English as a Second Language Achievement Test (NYSESLAT). After the English LAB-R is administerd by our ESL teacher, Ms. Lonquich, entitled Spanish speaking students also take the Spanish LAB-R. The ESL teacher will prepare students for the NYSESLAT exams they take in the Spring and will differentiate instruction based on profeciency levels. Students at the beginner and intermediate proficiency levels on the NYSESLAT receive 360 minutes of ESL per week and students scoring advanced receive180 minutes of ESL per week with preparation for the ELA. Entitled students based on the ATS report, the RLER (List of Eligibility Report), take the NYSESLAT exam annually and newly enrolled students are identified based on the LAB-R handscores. The NYSESLAT is administered during the time period alloted by the Department of Education (DOE). The ESL teacher, Ms. Lonquich, is trainied on the process of administering the 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.
   Parents of new ESL students are invited to the school for a parent orientation that is offered throghout the year as new ELL students arrive. The ESL teacher and parent coordinator conducts this orientation. The parents are made aware of the different programs offered to ESL students shown through the EPIC video that explains the difference between the three choices for their child (transitional bi-lingual programs, ESL programs, and dual language programs.) The parents make their selection on the Parent Survey and Program Selection Form within ten days of school enrollment which program they would like their child to participate in. The parents are made aware that if the program of their choice is not available at this school, they have the option of applying to a school that offers their choice in their native language, if it exists. We will assist them in finding this information and figure out what options are available for them and their child(ren). For parents of other languages than English, the EPIC video is shown in their native language as well. To form a bi-lingual class, we need a minimum of 15 students from a bridge class of two consecutive grades.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
During parent orientation our ESL teacher, Ms. Lonquich, distributes entilement letters to parents and the parent surveys and prgram selection forms are collected. Ms. Lonquich collects all forms and stores them in the ESL office compliance binder for refeence. If extra time is needed for the parent to take home the parent survery and program selection form, Ms. Lonquich follows up with the parent via phone call to collect the returned forms, if a new form is needed Ms. Lonquich sends another form home with the student. Due to the small number of ELL students we have at MS 181, Ms. Lonquich is able to personalize the orientation and schedule a time to meet the parent that is convienent to them.
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.
All new ELL students are asked to come in for a parent orientation/ initial meeting with the ESL teacher. At this time the EPIC video is shown in their native language to explain the three possible program choices (TBE, Dual Language, and ESL). Interpretors are present at the meeting to explain to the parents further the program differences, as well as answer any questions the parent may have at that time. If ESL is chosen, the child is placed in the ESL instructional program at that time in our school. If another option (TBE or Dual Language) is chosen the parent is notifed that our school does not currently have that choice and we can either assist them in finding a school that does or they can chose to stay in ESL in MS 181 and be placed on a list if we have at least 15 students that would like a TBE class in two consecutive grades to form a class.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
A list is first generated from ATS of all the students that will be required to take the NYSESLAT in Spring. Throughout the year the students are being prepared for the knowledge they need to increase their chances of doing well on the exam. A list is created of non-IEP students and IEP students. The students will IEP's will take the NYSESLAT with their test modifications followed. Alternate assessment children will be tested by their age and not current grade level. A schedule is created for IEP students as well as non IEP students to take all four parts of the NYSESLAT. The speaking section is schedules individually. The listening, reading and writing sections and schedule based on similar test modifications for IEP students, and based on grade level for non IEP students. A checklist is created to insure that each student takes all four parts of the NYSESLAT. If any student was absent during their scheduled time, they will take the section they missed during a make-up session.
6. 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.) 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. ⓘ
The vast majority of ELL students at MS 181 came to our school already in an ESL program. We get very few, if any new ELL students (new to the NYC school system) during the year. When we do receive new students to the school that is an ESL student, the parents consistently choose to have their child(ren) placed in our ESL program. MS 181 only offers a freestanding ESL. Traditionally, the parents elect to have their child(ren) remain at this school. Therefore, we are aligned with the parent's wishes.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

    a. At MS 181 the organizational models we use for ESL instruction is both pull-out and push-in models.

    b. The students that are serviced via push-in method, traditionally are homogenous groups in the same grade/ class. The students that are sericed via pull-out model are normall heterogenous in grouping. The ESL teacher works collaboratively with the classroom teachers to support the ESL students. Classroom teachers conference regularly with the ESL teacher to learn ESL strategies to assist the ESL student in their classrooms. The ESL teacher supports the ELL students with support such as using manipulatives, expressive language, and total body response when delievery vocabulary, instruction, and/or constant verbal communication to ensure full understanding and grasp of the lesson. Instruction in all content areas is often composed of a mini-lesson (link and modeling), active engagement, independent work, differentiated small groups, and a share. Students are encouraged to incorportate turn and talk, cooperative learning, and partner work throughout the day.

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)?

    The only language of instruction at MS 181 is English. Our program model of ESL receives the following services: beginning and intermediate students receive a minimum of 360 minutes of instruction per week. The advanced students receive 180 minutes of instruction. Those students who have reached their profiency meet periodically throughout the year with the ESL teacher to ensure that their academic progress is on track. All students at MS 180 receive a minimum of 8 periods of ELA in the regular education classrooms and 10 periods of ELA in special education classrooms. The students' native language is supported with the use of text available in the student's first language. The NYS math and science exams are available in the students' native language if they choose to take it in that language. In the past, most of our students choose to take the exams in English.

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 foster language development and meet the demands of the Common Core Learning Standards.

    All instruction in MS 181 is delievered in English. The students attend content area classes and the ESL teacher reviews what was taught in class by going over the material and especially addressing vocabulary needs. The ESL teacher paraphrases the text books for better understanding. Both English and content areas are addressed using ESL methodologies. Instruction is geared toward meeting the common core learning standards by taking an additive approach and building on prior knowledge and assessing what the students' strengths and weaknesses are. There is articulation with the content area teachers to ensure continuity. All four ESL modalities are fused into all lessons (listening, speaking, reading, and writing.) At MS 181 reading and writings skills are being addressed through the implementation of the components of a comprehensive literacy approach. Text is available in the students' native language when native language support is needed in the content areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

    Students may take the NYS math and science exam in their native language if the translated version is available. Students also may use bilingual glossaries when taking exams. The quarterly exams are translated for the students that need translation by a bilingual paraprofessional who sits with them during the exam.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   All lessons that the ESL teacher creates incorporates the use of listening/ speaking/ reading/ and writing skills. The use of questioning techniques facilitiate conversations that improve listening and speaking skills. All activities have a reading/ writing component to them. The classroom teachers promote all four modalities as well and are given techniques to do so from the ESL teacher. All teachers make classroom observations in regards to all four modalities and evaluate student work to further evaluate the students' reading and writing skills. The informal assessments described are used on an ongoing basis throghout the school year. The NYSESLAT and LAB-R data as well as NYS state exams in core areas also allow us to track student progress in a more formal way.
6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Sife studentswill be evaluated initially by the LAB-R scores and a plan is divised from there to assist them. Basic reading and math skills are a focus for them. If the child has no school experience, a beginning reading program is the starting point focusing on sight words, picture/ word corrilation, and phonics skills. In math basic addition and subtraction skills with the use of math manipulatives are used. If the student has some schooling history, reading and wrting skills would be addressed such as main idea, sequencing, and punctuation and grammar. A teacher and peer buddy may be assigned to tutor and mentor that child. Computer programs, such as Rosetta stone, tumblebooks, and brain pop is used to assist the student via technology. We draw on students' backgrounds, their experiences, cultures, and languages to create a text to self connection.

b. The ELL program starts the students reading and writing from the first class. Basic vocabulary is studied with the use of visual and auditory assistance. Short stories are used as a learning tool consisting of a few sentences are written. As a student progresses, longer stories and writing assignments with increasing difficulty is added to the lessons as necessary for testing such as main idea, etc. are introduced. Extended Day services are available for all ELL students. We strive to create confident students who value school and value themselves as learners. We organize the classroom to ensure that conversation between peers develops academic concepts and language.

c. ELL students in the program more than three years will be immersed in content area subjects. Content area vocabulary will be developed. Reading and writing will encompass literature in the different subject areas and skills needed to understand those stories such as the use of chunking. The major emphasis moved from listening/ speaking skills and to reading/ writing development. In math the reading of word problem and development of problem solving skills are formed. Vocabulary is repeated naturally as it appears in different content area studies.

d. ELL students in the program six years or longer will continue with content area instruction stressing reading and writing skills. Tutorials will be used to review the skills taught. Test taking skills will be emphasized. The ESL teacher works closely with the teacher to incorporate topics learned in class. Language support is provided for these students in the ESL classroom. We organize collaborative activities and scaffold instruction to build students academic English proficiency. Again, vocabulary is repeated naturally as it appears in different content area studies.

e. All former ESL students contine to get test modifications for two years following a score of proficient on the NYSESLAT. The ESL teacher periodically checks in with the students and their teachers in order to ensure they continue to stay on track. The ESL teacher is available on her professional periods to assist and former ESL student when needed. The ESL teacher continues to work with the classroom teacher to turn key any and all information that may help with instructing the student in a way that makes meaning for them.

7. 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?
   For ELL students with disabilities, differentiated activities are provided based on the baseline assessment, Spring NYSESLAT scores,
   periodic assessments and needs outlined in the student IEP. After reviewing test scores and IEP mandates students are placed in the class setting with supports outlined in their IEPS. Students are also part of the ESL pull-out/ push-in program, receiving services in accordance with test results and their IEPs. This approach is the most individualized.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP

goals and attain English proficiency within the least restrictive environment?
The majority of the ESL periods are scheduled during the students' "zero period" in order to cause a minimun disruption to the students' academic schedule. The curriculum is adapted to the needs of the indivual student. The classes have one or more paraprofessional in attentence who works closely with students who are having difficulty. The school has elevators to transport the students from floor to floor so they can make use of all the building facilities such as the cafeteria, library, and yard. ESL students with IEP's have programs that are the least restrictive, such as SETSS classes. All teachers of ELL students collaborate together in order to best serve the student. Common planning time is used to further assist our students by discussing the students' needs with eachother. When appropriate, students from special education classes join student in regular education classes for certain core subjects.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
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

9. 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.

   All students, including ELL students, are mandated to attend morning support services support services. In addition, these students are encouraged to attend after-school programs that provide homework assistance. After school instructional programs are staffed by certified content area teachers. Our school also partners with an outside agency that assists students in core subjct assitance. Incentive programs are offered as a reward to encourage students to complete their homework and classwork, as well as encourage reading. Differentiation is used in all lessons to better target the individual students' needs. The intervention provided to students help foster both academic and language needs. When ever possible, multiple subjects are infused (ex: ELA covers topics in science and social studies). The ESL teacher makes core subject vocabulary more understandable for our students.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

    When evaluating the effectiveness of the ESL program at MS 181, the NYSESLAT scores are analyzed for student growth by level and skill. Traditionally, the students do better in listening/speaking and show a weakness in reading/writing. Therefore, the ESL teacher knows that the returning ELL students will require further instruction to improve the area of reading/writing and prepares material 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. The individual report card grades and evaluation by the subject area 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 the year are considered successful. Traditionally, the ELL population at MS 181 has met the promotional criteria at all grade levels. Focus is placed on language development while teaching the content area subjects. The school has shown success in making the content areas more accessible to the student by using ESL strategies such as paraphrasing in a manner that the students better understand.

11. What new programs or improvements will be considered for the upcoming school year?

    This year the use of Rosetta Stone for English language acquisition has been added.

12. What programs/services for ELLs will be discontinued and why?

    No services for ELL students will be discontinued this year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

    All ELL's are encouraged to participate in any academic, athletic and social programs that are offered during and after the school day. They are encouraged to participate in the 37.5 minutes. The after school program "Directions for Our Youth" support all of our students my creating a program for them that is enriching academically, athletically, and socially. Project boost and service league are clubs that our school also offer.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    At MS 181, the teachersuse code X to support the common core curriculm. It is a collaborated effort between the ESL teacher and the classroom teachers to make sure this program supports the four modalities of the NYSESLAT as well as assist with ELA development. To support the students' ELA, math, and content area skills, computer programs are used by the student, individually, each working at their own level. Students have bi-lingual glossaries available to them when needed.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

    At MS 181 there is no TBE and Dual Language programs. For the ESL program, students buddy up to encourage and support others in their native language. There are many Spanish speaking paraprofessionals in the building who offer their time to aid students that need native language support. The use of bi-lingual glossaries are available for the students if needed.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

    The required services, support, and resources are aligned to correspond to the age and grade of the student. Sometimes it is necessary to adjust the program to a different level, such as in the case of the SIFEs. The content taught reflects the common core while still being age appropriate material.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

    There are no formal activities during the summer for newly enrolled ELL students. During the school year all ELL students are encouraged to take advantage of all the activities the school has to offer, both academic, athletic, and social.

18. What language electives are offered to ELLs?

Spanish is the only language elective offered to all students at our school.

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

There is no Dual Language program at our school.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teacher at MS 181 attends monthly/ bi-monthly meetings that incorporate professional development through the network ELL specialist. The ESL teacher also attends professional development through the NYC DOE office of ELLs. The ESL teacher then turn keys the information from the professional developments to the classroom teachers of ELL students at a time convienent for them. Our assistant principal, Mr. Nelson Medina, attends all appropriate ELL meetings offered by the network. The secrataries of the school will attend necessary ELL meetings.

2. At the professional development sessions offered by the office of ELLs and the network, all strategies is now aligned to meet the challenges of the ELL student with the common core. Such professional developments include how to scaffold instruction, how to rephrase instructions and directions, and how to make vocabulary more understandable for our ELL students.

3.The guidance counselors at the school are there to assist any new 6th graders when they have trouble adjusting to middle school. They speak to the students about their high school choices and what to expect in high school as they get ready to transition. They also conduct meetings with the parents to help them with the transition as well. The school administration supports all staff members that work with ELL students by providing them with the necessary professional developments that can be used to train them to bettr assist our ELL students.

4. The ESL teacher meets with the subject area teachers at the beginning of and throughout the school year to recommend strategies to use with the ELL in the classroom environment. As the student becomes more fluent in English, the ESL and classroom teachers meet periodically to reassess the level of performance that the student should be able to achieve successfully. The ESL teacher attends professional developments and turn keys the information to all teachers of ELLs and pertinent staff members. The ESL teacher turnkeys information within one-one conferences with the teachers, common planning, faculty conference and/or at professional development days.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1.Parents of all ELL students 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 various academic and social events. Such activites include literacy, math, and family nights. Parents are notified of these events through the mail or internet, as well as notices sent home with the student. Translation services in Spanish are available from school staff to the parents when needed.

2. At this time MS 181 partners with a Community Based Organization called "Directions for Our Youth". This is an after school program that supports the students academically, athletically, and socially.

3.Upon registration, the parent coordinator meets with the parent/ guardian of the new ELL student to inform him/her about the variety of programs offered at the school in academics, athletics, and social activities. 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. If needed translators will be made available. During meetings with the parent coordinator, teachers, and administrators, the parent is encouraged to share any concerns. If it is an individual concern it is addressed individually. If it is a concern that affects many parents, the concern is addressed at subsequent PA meetings.

4.All ELL parents are invited to participate in the various academic and social activities the school offers. This gives them the oppurtunity to share 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. If it is an individual concern it is addressed individually. If it is a concern that affects many parents, the concern is addressed at subsequent PA meetings.

E. 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.

N/A

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		10/16/13
Nelson Medina	Assistant Principal		10/16/13
Peggy Allicock-Caines	Parent Coordinator		10/16/13
Melissa Lonquich	ESL Teacher		10/16/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Jennifer Kirrane	Coach		10/16/13
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x181 **School Name:** Pablo Casals Middle School 181

Cluster: 6 **Network:** CFN 608

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 Home Language Survey we receive from the child's previous school/ from our school for new admits, serve as our starting point. We also assess home language through ATS and discussions with our students' parents. The teachers provide the administration with information regarding their students as well. Due to our school low ESL demographics the majority of family's woud rather receive notices in English. When needed correspondence via written and orally are assisted by staff members, and parent volunteers who speak the language as well (mainly Spanish). When another langugage is needed, our school utilizes the interpretation hotline or interpreters are called in.

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.

The we have found that there are relaively few parents who require written/ oral translations in English. Most of our students' parents have adequate expressive and receptive language skills in English that they do not require interpretors. However, translation services are routinely offered to parents and the school has several staff members who join conferences, meetings, and orientation programs to ensure that all parents and visitors can understand and participate.During parent conferences and parent association meetings, the school community is made aware that translaion and interpretation services are available if/ when needed.

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.

Written documents are translated when needed by in-house school staff and parent volunteers who are bilingual (main office staff, parent coordinator, guidance counselor, assistant principal). Google translator is also used for more uncommonly spoken languages, as well as the NYCDOE website that provides translations for certain documents.

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.

Oral interpretation services are provided for all parents and family members who require assitance at school related meetings. Parents attending school conferences and/ or educational planning conferences including annual reviews are routinely provided with translation services as needed. This is facilitated with the help of school staff and parent volunteers.

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.

At M.S. 181 we believe in the importance of ensuring that all Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services is critical to their child's education as described by the Department of Education. In this regard, the school determines the primary language spoken by the parent of each student enrolled in the school and whether the parent requires language assistance within the required time frame. As described, the school provides interpretation services for parents at group and one-on-one meetings such as parent conferences upon request to ensure all parents communicate effectively with the school regarding critical information about their child's education.The parents are given a copy of important documentation, such as the "parents bill of rights" in their native language when needed. Signs are posted in the main office regarding parents bill of rights, interpretation notice signs and plans in their native language as well.