

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: CASTLE MIDDLE SCHOOL
DBN (i.e. 01M001): 01M345
Principal: JUDITH DE LOS SANTOS
Principal Email: JDELOSS@SCHOOLS.NYC.GOV
Superintendent: DANIELLA PHILLIPS
Network Leader: YUET CHU

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
Judith De Los Santos	*Principal or Designee	
Richard Udewitz	*UFT Chapter Leader or Designee	
Elba Ortiz-Zayas	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Henry Street Settlement	CBO Representative, if applicable	
Kathryn O’Connor	Member/ Teacher	
Heidi Peace	Member/ Teacher	
Justine Jones	Member/ Teacher	
Janice Cruz	Member/ Parent	
Rakia Powell	Member/ Parent	
Jane Powell	Member/ Parent	
Victoria Serrano	Member/ Parent	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	<ul style="list-style-type: none">▪ 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)
X	Title I Plan (Only for schools receiving Title I funding)
X	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.

CASTLE will accelerate student performance in literacy by improving reading comprehension skills of grade level literary and informative texts that are aligned to the Common Core Standards. By June 2015, 75% of students who are below grade level in reading will move at least two reading levels as identified by the Fountas and Pinnell assessment.

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 2013-14, 20.4% of students' demonstrated proficiency on the Common Core aligned ELA exam. The average student proficiency was 2.44. Our 2014 scores demonstrated that that we exceeded target in student progress for all students, including special populations and ELL students. However, our scores also indicated that we need to move more students to grade-level proficiency. We need to further support all our students with reading comprehension and writing. An analysis of our Individual Student Reports indicate weakness in the area of "Language for Critical Analysis and Evaluation & Using Evidence Analysis and Explanation".

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 collaboratively analyze formative assessments to understand student needs and plan instruction. Teachers will participate in meaningful feedback through collaboration with our Peer Coaches (PIC) and Demonstration Teacher (DT).
2. Teachers will improve practice by engaging in network Professional Development and inquiry team work around assessment and literacy strategies.
3. Intervention will be provided to students in the school's "lowest third," English Language Learners and/or identified as below-level on the Fountas and Pinnell reading assessment.

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

1. Teachers and administrators will meet during department meetings to collaboratively analyze assessment and strengthen instruction through analysis and providing next instructional steps and student support plan. Teacher Incentive Fund will provide Peer Coaches, Demonstration Teachers and TLP teachers will provide professional development and assist in literacy instruction across the curricula. Teachers will participate in Inter-visitations with teaching partners to strengthen collaboration and understanding of literacy needs of students led by Administration.
2. ELA teacher, special education teachers, ELL teacher and administration will work collaboratively in inquiry teams with a focus on addressing literacy needs in special education students and ELLs. Network literacy coach and special education liaison will support the literacy teachers. Social Studies teachers will attend Professional development focused on writing across content areas. Questioning, discourse and Making Claims with supporting details.
3. All teachers will provide small group instruction and targeted intervention.

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

1. Fountas and Pinnell reading assessments, NYC performance tasks, and school-wide writing assessments. Progress monitoring will show an increase of student reading levels from the baseline to end of year. 75% of students will reach benchmarks by June.
2. Artifacts from professional development and inquiry team meetings – minutes, planning notes, reflections.
3. 100% of students identified as far below or at-risk falling below grade level as identified by Fountas and Pinnell will receive intervention via the Wilson Program and/or literacy lab - small group for literacy strategy.

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

1. Students will be assessed by October 2014; teachers will engage in item analysis and student work analysis throughout the year in team meetings. Students will receive an end of year assessment by June 2015
2. Teachers meet weekly in department teams starting in August 2013 – June 2015. Professional development will be provided monthly by Network Literacy/SS Coach. Teacher will attend network sponsored professional development in Summer 2014 and throughout the school year 2014-2015.
3. Interventions such as Wilson and Literacy Lab will begin in October 2014 and end in June 2015.

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

1. Purchase of F&P and DRA; per session for teachers to meet after school with network coaches; inquiry team meeting time programmed into teacher schedule.
2. Per diem coverage teachers to attend network labsite; per session for teachers to work with network coaches; porches of Hochman Basic Writing materials.

3. Purchase of Wilson materials; common planning time for SETSS teachers to meet with network coaches; per session and per diem coverage for professional development

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).

Information about the school's work to improve literacy skills in students will be provided at school events, including Curriculum Night, Family Conferences, Parent Teacher Association Meetings and SLT meetings. Teachers will maintain Engrade where they will post information regarding their curriculum, homework assignments, and key resources to provide support at home. The Parent Coordinator and PTA president will host ongoing workshops for parents. Topics include: Preparing for State Assessments, Engrade, How to help your child succeed in middle school, Common Core, Planning for high school. We will use the School Messenger to communicate important news to parents such as: progress reports, marking periods, parent conferences, attendance, school events, updates and dates of parent meetings.

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

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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.

Improve math achievement in mathematics as evidenced by a 25% increase in students achieving proficiency on the NYS Math Exam. By June 2015, 75% of students will move at least one level as identified by the NYC Math Performance Task (MOSL).

Comprehensive Needs Assessment

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

The School Quality Guide feedback, walkthroughs, and observations revealed incoherence in math practice, academic rigor and responding to student learning needs. In 2013-14, 14.5% of students' demonstrated proficiency on the new common core aligned math exam, the average student proficiency was 2.34, showing an increase of 4.9

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 collaboratively look at student work, assess strengths and weaknesses, and plan instruction;
2. Teachers will participate in meaningful feedback through collaboration with our Peer Coaches (PIC) and Demonstration Teacher (DT);
3. Teachers will plan and implement standards-based lessons that focus on developing deep content knowledge, reasoning, and student discourse in the academic area for all students, including ELLs and students with disabilities;

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

1. Math teachers and special education teachers will work collaboratively with the administration during math department meetings to examine student work and set instructional goals and benchmarks using protocols.
2. PIC coaches and Demonstration Teacher (DT) and administration, special education teachers.
3. Math teachers, including special education teachers, and administration. Teachers will attend the Metamorphosis Training with Lucy West.

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

1. Math department will identify targeted student population to assess student work and the efficacy of instructional modification intervention.
2. Participating teachers of the TIF program will show growth in their teacher practice as indicated by observations by June 2015.
3. All math and ICT teachers will show evidence of collaboratively planning units and lesson plans that include a plan for supporting students identified as the lowest 1/3 or at risk.

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

1. Teachers will work collaboratively throughout the school year in weekly department team meetings in September 2014 and continuing through June 2015.
2. Monthly professional development for PIC teachers and DT teachers beginning in September 2014-June 2015.
3. September 2014- June 2015: Department meetings will focus on CMP 3 Units, use of math rubrics, engaging in performance tasks, formative assessments to inform instruction and revision of curriculum maps, and incorporating Universal Design for Learning

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

1. Mathematics teachers and special education teachers will participate in weekly department meetings during common planning blocks
2. When our PIC and DT teachers are working with targeted teachers, students receive math enrichment from licensed math three-five times a week.
3. Weekly Monday professional development and per session time to create, revise and modify standards based lessons

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).

Information about the school's work to implement CCLS aligned Math Curriculum (CMP 3) will be provided at school events, including Curriculum Night, Family Conferences, Parent Teacher Association Meetings and SLT meetings. Math teachers maintain Engrade where they will post information regarding their curriculum, homework assignments, and key resources to provide support at home. The Parent Coordinator and PTA president will host ongoing workshops for parents. Topics include: Preparing for State Assessments, Engrade, How to help your child succeed in middle school, Common Core, Planning for high school. We will use the School Messenger to communicate important news to parents such as: progress reports, marking periods, parent conferences, attendance, school events, updates and dates of parent meetings.

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	X	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.

Improve school-wide communications with parents regarding their children's academic and social/emotional growth, as well about school curriculum, required student classwork and extracurricular school activities. To this end: (1) By June 2015, the number of families accessing Engrade will increase from 55% to 75%. (2) Teachers will use weekly Parent Outreach time to communicate student progress, goals and action plan. We will maintain an internal parent log to document and share communication with school community. We will improve our Engrade communication by having teachers maintain updated information on academic assignments and assessments.

Comprehensive Needs Assessment

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

The CASTLE community has a high percentage of students who struggle academically and who would benefit from a collaborative system involving all stakeholders. We believe that it the school's responsibility to facilitate communication between teachers and families. Our community also believes that an increase in parent involvement and awareness of academic expectations and support resources will result in an improved academic achievement. Currently, a small percentage of parents are actively engaged in school events. We have challenges – working class parents who may not have the time to attend events, language, communication and information not reaching parents. We are working towards genuine involvement from all of our families.

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. Engrade will be used by teachers to record/report all class work, homework assignments and assessments on a bi-weekly basis. Families will be informed of site and home mailings, backpack notes and presentations at school meetings and family conferences.
2. School will inform parents of academic units and requirements through course syllabus sent home, discussed during curriculum night and parent conferences. School will matter and special events through: a yearly calendar, monthly updated calendars, letters mailed home and backpacked, automatic phone messages, and school website.
3. Systems of parent communication will be discussed at monthly SLT meetings to monitor progress towards meeting goal of improving communications and Engagement.

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

1. Classroom teachers will be required to enter grades on Engrade. Assistant principal will provide assistance and monitor compliance.
2. Principal and parent coordinator will regularly update school calendar, and coordinate communication sent home. All teachers will maintain their own page on school website.
3. All SLT members will participate in monthly discussions.

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

1. Engrade will be monitored by Administration to ensure timely upkeep of information by teachers.
2. Improvement in parent participation in PTA and school events
3. Systems of parent communication will be discussed at monthly SLT meetings to monitor progress. An internal school survey will monitor progress in communication and engagement.

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

1. Systems will be in place in September 2014, with maintenance and evaluation carried out throughout the year 2014-2015. Teachers will be required to maintain Engrade on a bi-weekly bases, to communicate academic expectations and performance.
2. Parent Coordinator will send a yearly calendar in September 2014 and send monthly revised calendars to inform of events from Sept. 2014 – June 2015. Principal will send letter home to communicate academic expectations beginning in August 2013 – June 2014. Information will also be shared via school messenger, backpack letter and school website, beginning in September 2014 – June 2015. School Events for the year include: Curriculum Night (Sept. 2014), Monthly PTA meetings, monthly PTA and SLT Board meetings, Spelling Bee (December 2014), Holiday Concert and Refreshments (Dec. 2014), Book Fair (Winter 2014), Pi Day (March 2015), Carnival (June 2015), Big Brothers Big Sisters Events (throughout the school year beginning in November 2014)
3. SLT meetings – monthly September 2014 – June 2015

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

1. A site license of Engrade online grade-tracking program will be purchased using NYS software and Title I funds.

- 2. School website will use eChalk. It will be funded by Tax Levy and Title I Parent Involvement funds.
- 3. Monies earmarked for SLT will support this work.

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. On-going meetings with parent coordinator to set goals, plan, evaluate and revise plan of action for events and communication
- 2. School will use school website, email and School Messenger to communicate important news to parents such as: progress reports, marking periods, parent conferences, attendance, school events, updates and dates of parent meetings
- 3. Principal will consult with the School Leadership Team regarding implementation and to explore additional measures to strengthen school-family communication.

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

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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.

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.

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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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.

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.

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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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	ELA Clinics CASTLE Enrichment (AIS) Periods Preparation of students across curriculum area to prepare them for tests and curriculum coursework Testing skills/strategies/format for all city and state tests Wilson Reading Program	Differentiated groups Small Group Tutoring/Whole Class Small Group Instruction One-to-one, tutoring, small groups, guided groups, whole class Small Group Instruction	During the day During the day During the day and after school During the day During the day and after school During the day
Mathematics	Math Clinics CASTLE Enrichment (AIS) Periods Preparation of students across curriculum area to ready them for tests and curriculum coursework Math Exemplars Testing skills/strategies /format for all city and state tests Khan Academy	Differentiated groups Small Group Tutoring/Whole Class Guided Groups One-to-one, tutoring, small groups, guided groups, whole class Small Group	During the day During the day During the day and after school During the day During the day and after school During the day
Science	Enrichment Class Preparation of students across curriculum area to prepare them for tests and curriculum coursework Science Lab (grades 8) to prepare students for the Science state test and	Small Group Instruction Tutoring/Whole Class Differentiated Groups Tutoring	During school day During day and after school During school day and after School During school day and after school

	<p>Regents</p> <p>Exit Project additional help</p>		
Social Studies	<p>Enrichment Class</p> <p>Preparation of students across curriculum area to prepare them for tests and curriculum coursework</p> <p>Exit Project extra help</p>	<p>Small Group Instruction</p> <p>Tutoring/Whole Class</p> <p>Tutoring</p>	<p>During school day</p> <p>During day and after school</p> <p>During Day and after school</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Individual and group therapy; psychological services; consultation to parents; crisis intervention; referrals to outside agencies, assessment of students' social behavioral, and academic functioning</p>	<p>Small Group and individual</p>	<p>During School Day</p>

**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			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.

Recruitment

School leaders enter vacancies on the New Teacher Finder, and attend job fairs to recruit qualifying candidates. The personnel committee for recruitment and hiring purposes is formed. The responsibilities of this committee are: to screen applications and resumes, interview qualified candidates, observe demonstration lessons and provide feedback to candidates. The final decision on hiring is collaborative.

Retention / Assignments

School Leaders assign payroll secretary to ensure that all teachers meet documentation requirements that are kept on file. Payroll secretary works closely with the Network's Director of Human Resources to ensure that all teachers meet all documentations and assessment deadlines. School leaders regularly check in with teachers to assess their teaching environment, continued passion on working with students and social emotional needs. Depending on the content areas, teachers usually receive assignments within the same grade level.

Support

School has a structure with different components to support new(er) teachers:

1. Mentors are assigned to support new teachers
2. As members of a department, teachers receive colleague support for curriculum planning, lesson modeling, assessment and using student data to inform instruction.
3. Teams collaboratively plan curriculum and units of study on weekly basis.
4. Through Teacher Incentive Fund (TIF) partnership, teachers are supported by a Peer Instructional Coach (PIC), Demonstration Teacher (DT), a TIF Coach and a TIF Ambassador
5. All Teachers are instructionally supported by Network
6. Guidance counselors, grade teams and content teams provide social and emotional support to all teachers.

Professional learning such as workshops, after school small group learning is tailored for different teachers.

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).

Ongoing Professional Development –

1. Professional Development takes place within the school. During Professional Development days, faculty conferences, and at times over the weekend there are seminars provided to the teachers by their peers and by the administration. The Professional Development sessions include: Teaching and Learning Practices, Understanding and Implementing new initiatives in the department of education, Understanding and planning for student needs, assessment and cognitive development in adolescents.
2. Professional Development is offered by the Network. Throughout the year CFN 103 offers professional development opportunities to our teachers, paraprofessionals, parent coordinator, and guidance counselor. Taking place both during the school day and after school, the network provides PD on curriculum development, best practices, and new initiatives. In addition to training the staff, the CFN 103 holds professional development seminars for Principals and Assistant Principals that focus on skill building, new initiatives, and in addition often includes a school visit where members engage in classroom observations and provide feedback.
3. Professional Development is provided by outside organizations – Through research, network recommendation, and teacher recommendations, the administration provides the teachers, para professionals, and other staff members the

opportunity to attend professional development outside of the school and network office.

The focus of the professional development opportunities are: Teacher Development (Danielson), Citywide Instructional Expectations, Performance Tasks, Instructional Shifts to Common core Standards, Assessment, and Curriculum Development

4. Due to creative programming, the school's schedule allows for multiple opportunities for teachers to improve on their teaching in order to help the students meet the CCSS. Each content area department meets once a week to provide feedback on best practices, work on curriculum, and analyze student work. In addition to content meetings, grade teams also meet once a week. Within these meetings the teachers discuss best practices, identify red flag situations, contact parents, and plan student events. In addition to the two prior mentioned meetings, within the program there is allotted time for the ELA and Math teachers to meet with ICT counterparts for common planning. Lastly, within each department, classes are organized so that, as often as possible, when one teacher is teaching the others in their content area have a free period. This allows for inter-visitations to take place.

5. Frequent Observations and Feedback – With the introduction of Advance, as well as continuing on practices that began while CASTLE participated in the Teacher Effectiveness Pilot, teachers have been receiving frequent observations that lead to feedback based on the Danielson Rubric. With teacher goals discussed in the beginning of the year, there is a focus to the observations making it a priority to work on areas the teachers identified themselves as being in need of improvement.

6. Support of a Mentor (TIF: Teacher Incentive Fund, A DT: Demonstration Teacher, TIF coach and a TIF Ambassador – After applying and being accepted into the TIF program, our school now has a qualified coach and demonstration teacher whose goal is to improve on the teaching techniques demonstrated by other teachers. Along with an Ambassador from the program itself, our TIF teachers meet on a weekly basis with teachers in all different content areas to do observations and provide feedback. Best practices are discussed between the teachers, a continuing observation schedule is created, and the information is tracked and shared with the administration.

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.).

The Title 1 funds are used in a variety of different ways that allows the school to provide additional allocations to programs/ or for the use of personnel that creates an opportunity to improve the quality of instruction for our students. Our funds are used specifically for;

Title 1 Funds for Staff – Certain T1 funds are allocated towards individuals who fit the criteria for provided AIS and supplemental educational experiences to a select group of children. Staff members such as the Assistant Principal, Special Education Teacher, General Education Teacher, and Para Professional receive such funds

Title 1 funds for Field Trips – a certain amount of T1 funds are set aside for the educational field trips that supplement what the student are learning in class. Field trips like the overnight trip to Operation Exploration supplements what the students are learning in their 6th grade science class, as well as admission fees into other educational experiences that charge schools to participate (certain museums, zoo's, etc.)

Title 1 funds for Mandated Allocations – Each year a specific percentage of money is allocated for Parental Involvement as well as for Translational Services

Title 1 funds for Materials – There is a specific allocation of T1 funds that are put into providing supplies and books with the purpose of supplementing the teaching that is going on in the classrooms.

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.).

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.

Prior to the first day of school the teachers and administration meet in department area teams to discuss the multiple assessment measures. Included in the meeting is a copy of each teacher's curriculum map that includes the assessments the students are going to be taking throughout the year. Also discussed is the city and state wide measures that the students will have to take, as well as the assessments the committee decided upon when deciding what the Measure of Student Learning

was going to be for each grade and department (Example; Fountas and Pinnell, Social Studies Performance Task, etc). Lastly, at the meeting the teachers and administration go over each department's baseline assessment.

The practice of using data to drive instruction is one that has existed in CASTLE Middle School for years now. We track student progress through many different methods including our baseline/midyear/end year assessments, individual student portfolios, our online gradebook, within grade team department meetings, and through ongoing teacher observations. For each method mentioned the teachers have received professional development in regards to how to use the information created to further drive their instruction.

With the data from the baseline assessments, students are broken up into different extended day and AIS groups where specific skills and content are focused on in order allow each student to excel. In addition, the data from the baselines provide the teachers with vital information that they'll need to know for lesson planning such as the students reading level (Fountas and Pinnell) and the student's skills in math (Woodcock-Johnson). Teachers received PD in how to give the assessment as well as how to use the assessment to improve instruction. With the online gradebook, the teachers are able to track trends within each class as well as analyze which standards the students show less than proficiency in. A representative from the online grading program came and provided the teachers with a PD on how to use the gradebook, as well as teaching strategies with what to do once a teacher has the data. Lastly, with each observation of the teacher the administration is able to see the formal and informal assessments, which they later discuss with the teacher during the debrief. The post observation discussion is very similar to PD in so that it provides the teacher with advice and strategy about how to use that information to improve their future lessons.

TA Schools Only

Use of Program Resources

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

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).



COLLABORATIVE ACADEMY OF SCIENCE TECHNOLOGY AND LANGUAGE-ARTS EDUCATION

JUDITH DE LOS SANTOS-PEÑA, PRINCIPAL

Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (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.

DBN: 01M345

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$105,744.87	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$877,085.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 01	Borough Manhattan	School Number 345
School Name CASTLE Middle School		

B. Language Allocation Policy Team Composition [i](#) 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 Judith De Los Santos	Assistant Principal Bryan Zager
Coach type here	Coach type here
ESL Teacher Natasha Koyen	Guidance Counselor Delca Diaz
Teacher/Subject Area Gus Marcellus?Music	Parent Luis Nieves
Teacher/Subject Area	Parent Coordinator Kaira Ramos
Related Service Provider Judy Gruen	Other type here
Network Leader(Only if working with the LAP team) Yuet Chu	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> 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)	168	Total number of ELLs	11	ELLs as share of total student population (%)	6.55%
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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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2		2	6		3	3		1	11

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	2	0	2	6	0	3	3	0	1	11
Number of ELLs who have an alternate placement paraprofessional: _____										

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																
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	
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							1	2	2					5
Chinese								1	1					2
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2	1					3
TOTAL	0	0	0	0	0	0	2	5	4	0	0	0	0	11

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)							1		1					2
Intermediate(I)								3	2					5
Advanced (A)							1	2	1					4
Total	0	0	0	0	0	0	2	5	4	0	0	0	0	11

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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					0
6	1				1
7	4	1			5
8	2	1			3
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0		0		0		0		0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
While reviewing the comprehensive data of our English Language Learner population, we determined that there are various trends and patterns across the three grade levels. 50% of our ELLs are Spanish speakers, 20% of our ELLs are Chinese speakers, and 30% of our ELLs are speakers of less commonly spoken languages, such as Tibetan, Fijian, and Vietnamese. 45% of our ELLs are advanced,

50% are intermediate and 15% are beginner.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Reading and Writing

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

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

Listening and Speaking

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

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 [AMAQO tool](#))

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We see that our ELLs are performing below students whose native language is English on the ELA exam, while making significant gains in Math. Some of the patterns across proficiencies are that the advanced students are improving their level as they move from grade to grade. Our beginner and intermediate students are not making as much progress from year to year when compared to native English

speakers. After careful review for their standardized test scores, we see that our ELLs need further support in reading and writing to be fully equipped to take on these tests again this upcoming school year. With hope that our students exam scores will increase because of the style of assistance they will receive, our teachers have not focused on using the students native language for instructional purposes.

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?
Taking into consideration what level an ELL is their second language is taken into consideration by informing classroom and content area teachers of each student's second language development stage and giving them strategies which helps them modify their instruction to encourage students' progression to the next level. The use of modeling, visual aids, pre-teaching of vocabulary, glossaries, and making connections between content areas are some of the strategies used.
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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ESL program by how well students do during the course of the year in their regular classes and content area classes. We also examine how well they do on NYC performance tasks, school performance tasks, and NYS Assessments (ELA, Math, and Science) We look at these data sources to determine how our program should be modified and shift our delivery of instructional and professional development.

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](#).)
At registration pupil accounting secretary, Ms. Varcarcel, informs ELL coordinator and licensed ESL teacher, Natasha Koyen, that a student who is newly admit to NYC school is registering. The ELL coordinator meets with the parent and/or guardian to fill out the Home Language Identification Survey (HLIS) and conducts an informal interview of the parent and student in English and in the parents/student home language. The attendance secretary serves as a translator for Spanish speaking parents. If there is a need for a translator for any other language, the school provides one. Usually, the school will use a staff member that speaks the parents' language if there is one available, otherwise the NYCDOE Translation and Interpretation Unit is contacted for assistance with translation. The ELL coordinator, Ms. Koyen, reviews the information provided in the HLIS and the information gathered during the informal interview to determine if the child is eligible to take the LABR. If so, the LABR is administered by ESL teacher, Ms. Koyen, to those students who were deemed eligible for the test within 10 days of enrollment. The Spanish LAB is administered when appropriate.
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.
Once it's determined that the student is eligible for ELL services (as per hand-scored LABR), an entitlement letter is sent home. This letter informs the parent that based on the LABR results (proficiency level is indicated) their child has been identified as an English Language Learner and he/she is entitled to receive ESL services. Using this letter, the parent is invited to apparent orientation to explain the three programs NYCDOE provides for ELLs. The parent orientation is conducted by the ESL teacher, Ms. Koyen, and the parent coordinator, Ms. Ramos. At this orientation parents watched a video provided by the NYDOE which explains the three programs available to them. Parents are provided with a brochure and are given the opportunity to ask questions. Once parents have a full understanding of the programs available to them, the parent survey and program selection form is given to them to fill

out. The letter is mailed and sent home with the student, asking parents to respond by a set date. If parent does not respond by the set date, the parent coordinator calls the parents to remind them of the orientation. If the school is still unable to contact the parent then a family worker or other personnel is used to visit the parent's home. If a parent is unable to attend the schedule meeting, arrangements are made to accommodate parents' schedule. This orientation takes place within 10 days of enrollment.

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 [\[see tool kit\]](#).)

Parent surveys and program selection forms are distributed and explained during registration. During the ESL parent orientation meeting, held the first week of school, parents are given a brochure and informed of the three programs offered by the NYCDOE. All forms are collected by the conclusion of the parent orientation. Parents that don't return forms receive daily phone calls until forms are returned. Once forms are collected, the ESL teacher files and secures them in a locked file cabinet. The original forms are placed in the student's permanent record file. Once it's determined that the student is eligible for ESL services, an entitlement letter is sent home.

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. Placement letters, explaining LAB-R results, amount of ESL services student receive and schedule for ESL services is sent home via backpack. Parents/guardians, classroom teachers and the students are notified in writing of the students' ELL pullout schedule. Our ESL teacher maintains these files. Use RLAT (ATS) report to cross check students who continue to be eligible for ESL services, those families receive notification by letter as well. This year letters provided by NYS with NYSESLAT results were sent home at the same time. Translated letters, when appropriate and available accompanied results. If and when needed pedagogues and the ESL teacher contact families by phone using parent/guardian home language to inform parents of student eligibility. Students are given ELL services based on mandatory NYC & NY State regulations, plus additional 37.5 min., and ELL talent.

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.

Once the student is identified as an ELL, he/she will be administered the NYSESLAT every year until he/she scores at a proficient level on this test. The school ensures that all students are tested by cross referencing a number of documents: RLER, RLAT, and a manual running record kept by the ESL coordinator.

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.  Historically, (over the last 4 years) 100% of our ELL families have opted to remain at our school within our ESL pullout program. Program Selection Forms, when received are reviewed to make sure we are the program of choice. Completed Program Selection Forms, collected over the past 4 years show that the ESL pullout program we provide continues to be the preferred program. We have received no requests for alternate program models. When the circumstance should arise, the initial step would be to assist families by reaching out to our Network (103) and to the placement office for our district (01) to find sites that align with parent choice. We would also contact the Office of English Language Learners to provide and confirm appropriate schools. The school will continue to keep a running record of the parents' program selection and will use that information to plan for the following school year.

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])?

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

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)?

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

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.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:

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

interest books, and age appropriate materials that support the curriculum.

b. Our instructional plan for Newcomers takes place after the parents have completed the Home Language Identification Survey (HLIS). We then determine which program the student will be placed in based on parent option. Students will then be grouped based on academic and language proficiency level. We currently offer Freestanding ESL push-in/pull-out classes. We have recently started a language lab where ELLs can hear recordings of text and can then answer questions based on what they have heard. Other instructional materials include content area texts. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English. Native language support is delivered through the study of vocabulary and sentence structure. Although we do not have a bilingual or dual language program, native language support is important to help students make associations between their home language and English.

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

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

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

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?

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

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?

Our Freestanding English as a Second Language Program (ESL) follows both the push-in and pull-out models. The ESL program services a total of 15 students. Students are grouped by grade level and English proficiency level. ESL students receive all instruction in English. New York State regulations determine how many units of ESL instruction each student should receive according to his or her English proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) scores. We utilize the push-in model with some classes in order to collaborate with classroom teachers and allow the students more instructional time in order to meet their linguistic and academic needs in each grade and content area. The ESL teacher provides support within the classroom during the reader's/writers' workshop model using ESL methodologies like visuals and authentic texts. For our pull-out model, we focus on vocabulary building tasks and strategies and focus on academic language building. The ESL instruction is carefully aligned with all state standards and as well with what is being taught in the classroom. The ESL teacher teaches strategies that can be applied across all content areas. Picture dictionaries, manipulative, visualization, prior knowledge, real life experience, language experience, are used as teaching methods and strategies to aid the student's comprehension and second language development. All components of language (listening, speaking, reading and writing) are included in every lesson.

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

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

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

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

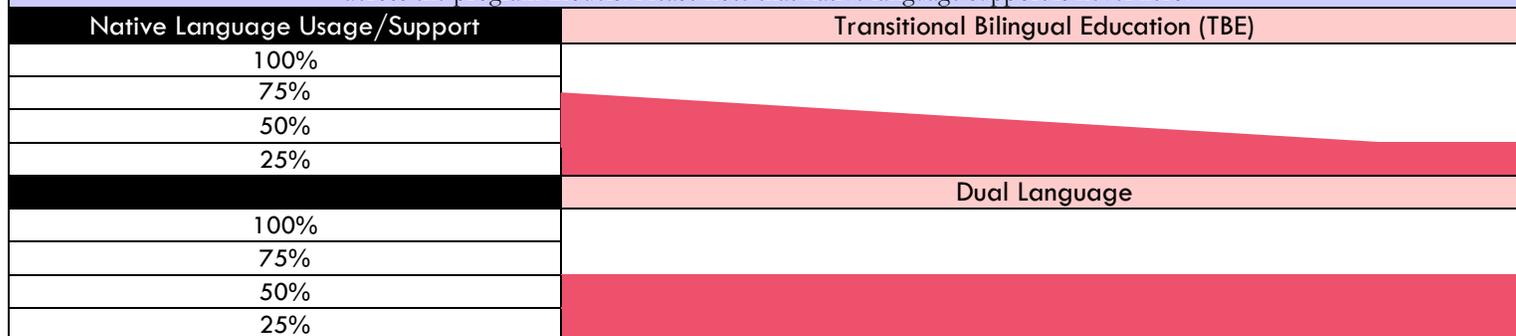
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



	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.
- We provide academic intervention service in a before school program, after school program, and during lunch time by content area teachers. Student teachers provide extra support in the classroom during instructional time. During lunch hours eighth grade teachers offer a quiet space for students to do homework. Assistance, if needed, is also offered in all subject areas by the teacher. The social studies teacher offers help with writing during lunch hours, as well as afterschool, targeting students who demonstrate low levels of writing skills. The Spanish teacher also offers homework help during lunch hours, as well as afterschool, targeting students who are struggling in their language classes. The science teacher offers weekly afterschool tutoring for students who are struggling in science. We also have two afterschool science classes. Sixth graders are offered a class dealing with neuroscience and eighth graders are offered a class in alternative energy.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ESL program includes both the pull-out and push-in method. The ESL teacher pushes in to core classes to support content development and works individually with ELLs. During pull-out periods there is a focus on language development through vocabulary building, reading and writing, and NYSESLAT preparation.
11. What new programs or improvements will be considered for the upcoming school year?
- For foreign language teachers to collaborate more with the ESL and Special Education teachers to best meet the needs of all ELLs taking a foreign language.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All our ELL students participate in all the extra curricular activities, all the sports programs and in all our school trips and evening activities and social dances. All AIS is offered to ELLs before school, after school and during lunch.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials utilized in the ESL class include:
- An ESL library geared to middle school interest level, containing a variety of genres and reading levels
 - Dictionaries appropriate to ESL instruction
 - NYSESLAT Prep Materials
 - Audiocassettes of young adult literature
 - Authentic texts such as, newspapers, National Geographic Books
 - Videos for ELA classes (such as studying scenes, character traits) with captions
 - The Easy English News, a monthly publication designed for ESL students
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- For our spanish speaking ESL students, native language support is offered during foreign language class. They are also provided with dictionaries, glossaries and spanish libraries. In addition, students are able to use google translate in class.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Materials are available at appropriate age and grade levels, offering ELL's stimulating, challenging and peer learning opportunities. Our ESL classroom and library have books, books on CDs and software in English, Spanish and several Native Languages. Efforts are made to acquire new materials in more languages as need.
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.
- For newly enrolled students, we hold two orientations at the beginning of July and at the end of August every year, where incoming students are given a tour of our building. During this orientaiton we also inform them of the expectations and supports available to them throughout the school year. Students have an opportunity to meet teachers and ask questions at that time.
18. What language electives are offered to ELLs?
- The only foreign language offered this year to our ELLs is Spanish.
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)?

N/A

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.

ELL personnel often participate in professional development workshops outside the school building targeting specific models such as SIOP. All teachers of ELLs also attend monthly meetings lead by the ESL teacher. Topic discussions include teaching strategies used with ELL students and specific ways we can develop academic language.

2. Professional Development addressing the Common Core Standards are held periodically for all teachers of ELLs and staff members. Various teaching strategies are offered and shared among teachers to ensure adequate support for all teachers and students.

3. The school participates in two High School fairs a year. Staff are given sample mini lesson to do with their students so they are prepare to participate in the HS fairs in a way that is menaingful to them. teachers are also given the opportunity to take their students on HS visits to further prepare them for their transition. We also provide college tours to provide students a look at their future and help them set long-term goals.

4. Continuous professional development is given to teachers throughout the year that goes over the 7.5 minimum hours as per Jose P. In addition to this we are offering the professional development in the Language Allocation Policy LAP Tool Kit Facilitators Guide from the Office Of Language Learners to the staff by the ESL teacher. The ESL instructor attends professional development throughout the year as per the Network and the DOE. Sign-in sheets are kept of teachers who attend all professional development. Members receive certificates at the completion of their 7.5 professional development hours.

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. We have a very small group of ELLs in our school and the parents are notified by the ELL Coordinator as to the progress of their child. All our parents are invited to functions in our school and since the majority of our ELL parents are Spanish speaking we have bilingual staff members who are available at all meetings and parent reach out to ensure communication. We have a strong, involved PTA, consisting of ELL and nonELL parents/guardians. All parents/guardians including the parents/guardians of ELLs are invited to attend parent curriculum workshops, PTA meetings, SLT meetings and other meetings with staff and administration including other scheduled social and cultural events. Parents are encouraged to participate in information meetings here at the school and join in High School tours and the district Middle School Fair so they are more fully aware of educational options for their children. The PTA reaches out to get parents involved in planning, as well as, participating in these events. Parents are kept informed by letters and updated calendars. Parents are invited to attend all PTA meetings, parent teacher conferences, classroom events, concerts, fairs, information meetings and graduation ceremonies. They are notified by phone, letter, PTA happenings, information boards & bulletin boards, etc. Translation is provided by ESL teacher, other teachers, fellow parents and DOE translators.
 2. We are in the process of working with RCSN (Resources for children with special needs). This organization offers help with the Individualized Education Program process, early childhood services and programs, kindergarten placement, managing Medicaid services and mental health services. Additionally, this organization offers assistance with community resources and after school situations. The Family Center provides a unique service to families, by offering assistance with health-care coordination and management and expert legal and social services. The Family Center provides support programs to families which help to build family stability, particularly to those who have sustained a loss, crisis or serious illness within the family.
 - 3-4. Our PTA offers monthly parent breakfasts for all parents/guardians including ELL families to voice their concerns and ask questions. Breakfasts are also offered in Spanish. Parent Coordinator provides reachout services to all new families, and uses DOE translators for correspondence whenever available. Guidance and Parent coordinator hold high school and middle school applications process meetings for all parents, especially ELL families new to NYC. These meetings are also offered in Spanish. We use the feedback from the learning environment survey to evaluate and better address the needs of our ELL families. Our PTA reaches out to new families and parents are encouraged to attend PTA meetings to inform the PTA of their needs and concerns. This is an opportunity for parents to network and assist each other to adjust to their new community. ELL parents/guardians are always invited to school concerts, publishing parties, end of unit celebrations, cultural performances, math and science fairs and much more. Monthly school newsletters as well as monthly publications to help students learn are offered to parents in both English and Spanish.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 01M345 School Name: CASTLE Middle School

Cluster: 1 Network: 103

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Written Translation Needs

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

Oral Interpretation Needs Assessment:

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

Part B: Strategies and Activities

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

Proposed Written Translation Services:

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

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

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

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

Proposed Oral Translation Services:

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

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

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