

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

**School Name:** PABLO CASALS MIDDLE SCHOOL 181  
**DBN (i.e. 01M001):** 11X181  
**Principal:** CHRIS WARNOCK  
**Principal Email:** CWARNOC@SCHOOLS.NYC.GOV  
**Superintendent:** MARIA LOPEZ  
**Network Leader:** RUDY RUPNARAIN

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### **Directions:**

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

Name	Position and Constituent Group Represented	Signature
Chris Warnock	*Principal or Designee	
Tara McCrossan	*UFT Chapter Leader or Designee	
Lisa Grant-Lynch	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative	
	CBO Representative, if applicable	
Marlon Williams	Member/ Assistant Principal	
Constantine Kouvatsos	Member/ Assistant Principal	
Catherine Schmidt	Member/ Teacher	
Marilyn Dumont	Member/ Parent	
Glodean Holder	Member / Parent	
Gigi Colon	Member / Parent	
Merna Torres	Member / Parent	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

Throughout the 2014-2015 school year, Special Education teachers will collaborate with the Assistant Principal and Special Education Improvement Specialist to revise lesson plans and instructional practices to help decrease the number of students with disabilities performing at a Level 1 by 5% on the 2015 NYS ELA exam.

### **Comprehensive Needs Assessment**

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

Students with disabilities did not meet the Adequate Yearly Progress Measure on the 2014 New York State ELA exam. The school will continue its commitment on supporting students with disabilities in meeting the Common Core State 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. Special education literacy teachers will work closely with the Assistant principal and the Special Education School Improvement Specialist to reflect upon and revise lesson plans and instructional delivery.
2. Special education literacy teachers will work within teacher teams sharing best practices and reflecting on the delivery of instruction in order to improve student achievement.
3. A 36 period framework of instruction will be implemented in the grade 6 self-contained classroom which includes the integration of needs based program and technology.
4. Professional Learning opportunities will be established weekly with a focus on curriculum, delivery of instruction, assessment in instruction, and RTI.
5. Book-In-A-Bag home component will be implemented to assist students in fluency and comprehension.
6. An after school program and Saturday Academy program is being offered to students with disabilities.

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

1. Principal, Assistant Principal, Special Education School Improvement Specialist, Special Education literacy teachers
2. Assistant Principal, Special Education Literacy Teachers, General Education literacy teachers,
3. Principal, Assistant Principal, Special Education School Improvement Specialist, Literacy Special Education teachers
4. Principal, Assistant Principal, Special Education and General Education literacy teachers.
5. Assistant Principal and Special Education literacy teachers
6. Principal, Assistant Principals, Teachers

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

1. Principal, Assistant Principal, and Special Education School Improvement Specialist will conduct ongoing observations and provide specific next steps. Special Education teachers will submit a unit road map for each unit of study for analysis by the Assistant Principal prior to beginning of the unit.
2. Assistant Principal will frequently attend and participate in teacher team meetings. Assistant Principal will collect weekly teacher team logs for analysis and will provide feedback to teacher teams.
3. Assistant Principal and Special Education School Improvement Specialist will conduct weekly observations and will conduct teacher and student interviews with feedback sessions to evaluate the 36 period framework's effectiveness on student achievement. Special Education Grade 6 Literacy Teacher will conduct Fountas and Pinnell Running records and Raz-Kids to determine growth.
4. Principal, and Assistant Principal will conduct ongoing observation to determine the effectiveness of the transfer between Professional Learning and pedagogy. Assistant Principal will collect unit road maps for analysis.
5. Fountas and Pinnell Running Records and Raz-Kids will be used to determine student growth.
6. Student created products will be used to evaluate progress. Performance of students that attend the programs will be analyzed against those that did not attend to determine the program's effectiveness.

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

1. September 2014 through June 2015

2. September 2014 through June 2015
3. September 2014 through June 2015
4. September 2014 through June 2015
5. September 2014 through June 2015
6. November 2014 through April 2015.

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

1. The Special Education School Improvement Specialist will observe and meet with the Special Education literacy teachers weekly. The teachers will identify specific areas to improve upon within their curriculum planning and delivery of instruction at each meeting. Assistant Principal will provide actionable feedback based upon observations and submitted unit plans. Professional learning opportunities and Teacher Teams Focus areas will be developed and/or modified based on observed needs.
2. Special Education Literacy Teachers will meet with one another and General Education teachers to identify innovative practices within their teacher teams. Teachers will analyze student work to develop lessons and activities. Special Education teachers will use the curriculum framework to appropriately scaffold curriculum. Teacher team logs will be submitted by each teacher on a weekly basis for analysis by the Assistant Principal.
3. A 36 period framework acts as a guide. The framework included designated periods for guided reading, guided writing, Raz-Kids and i-Ready technology and the integration of both the Rewards and Word Generation Programs. Both the SESIS and the Assistant Principal will conduct ongoing discussions and observations with the teacher in order to reflect and revise the framework.
4. Professional Learning opportunities will be provided on a weekly basis using a 5-week cycle. Each cycle align to the school's instructional focus. Each cycle is focused on research-based practices and affords teachers with the opportunity for collaboration, inter-visitations, time for analysis of student work, needs based learning, and the sharing of best practices.
5. Teachers will provide students with a "reading" book bag, reading log, and comprehension activities aligned to their assigned book on their independent reading level. The teachers will provide parents will a letter requesting their support and partnership. At home reading strategies will be sent home to assist parents in increasing independent reading.
6. Students will cycle through four project based activities that each focus on different learning targets and genres of literacy on Wednesdays, Thursdays and Saturdays for two hours. Through direct instruction and peer collaboration, students will participate in completing an intellectually engaging task.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be informed both verbally and in writing. Parents will receive a letter with information outlining the Book-in-a-Bag program.

**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.

N/A

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By 2015, 100% of pedagogues will receive 50 hours of Professional Development to improve teacher practice and student achievement by 3% on NYS ELA and Math exams.

### **Comprehensive Needs Assessment**

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

Based on the 2014 New York State Exam results and the needs of teachers as indicated by Advance reports, the school is committed to providing teachers with research based teacher development that will focus on supporting students in meeting the Common Core State Standards. All teachers will take part in school wide, department wide, and needs based professional learning opportunities on a weekly basis through the implementation of a 5-week cycle that aligns to the school's Instructional Focus.

### **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. Principal and Assistant Principals will develop a 5-week cycle Professional Learning plan aligned to the school's 2014-2015 Instructional Focus. Each cycle will reflect research based school wide topics that have been identified based on the needs of the school. Each topic aligns to state standards and the Danielson Framework of Effective Teaching.
2. Weeks 1 through 3 of the 5-Week cycle, school leaders will plan and present the professional learning specific to the needs of each department.
3. Individual needs based professional learning will be planned for week 4 of the 5-week cycle.
4. An analysis of student work, including student portfolio development and looking at student work to norm scoring and to identify department/ class / individual needs, will be the focus for week 5 of the 5-week professional learning cycle.

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

1. Principal and Assistant Principal will develop an instructional focus for the school based on analysis of 2014 New York State exams, Advance data, analysis of student work, and student and teacher conference findings. The Professional Learning topics will align directly to the school's selected instructional focus.
2. Assistant Principals will develop a yearlong 5-week professional learning cycle plan that encompasses collaboration, teacher led and needs-based professional learning and analysis of student work.
3. Needs of the school, department and individual teachers will be identified using observations, teacher and student interviews, analysis of Teacherease and Weebly and analysis of student work.
4. Teachers will engage in a process of analyzing student work to identify department, class and individual student needs.

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

1. Principal and Assistant Principal will conduct ongoing teacher observations. Department exams will be analyzed for student growth.
2. Assistant Principals will use observations, analysis of student work, and teacher and student interviews to determine if the topics of the yearlong professional learning plan need to be revised.
3. Principal and Assistant Principal will conduct ongoing teacher observations. Assistant Principals will analyze lessons and unit plans, Teacherease and Weebly.
4. Assistant Principal will analyze student portfolios on an ongoing basis. Assistant Principal will collect data from department exams.

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

1. September 2014 through June 2015
2. September 2014 through January 2015
3. September 2014 through April 2015
4. September 2014 through June 2015

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

1. An analysis of New York state data and Advance data will be used as a basis for developing an instructional focus for the school.
2. Assistant Principals will meet to identify the professional learning cycle topics and will outline the yearlong professional learning calendar. All teachers and paraprofessionals will meet once a week on Mondays to partake in professional learning opportunities.
3. On the fourth week of the cycle all pedagogues and paraprofessionals will take part in individual needs based professional learning opportunities. These opportunities will be determined using Advance reports, surveys, and interviews.
4. Teachers will use student work analysis and portfolio protocols to engage in discussions about student 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).

Parents will have opportunities to attend workshops throughout the course of the year to keep them informed about the school's instructional focus, CCLS aligned curriculum and innovative instructional best practices.

***Budget and Resource Alignment***

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

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

### **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.

Throughout the 2014-2015 school year, teachers will participate in professional learning opportunities and will collaborate within teacher teams to improve current instructional practices as evidenced by a 3% increase in the amount of students performing at Level 3 and 4 on the NYS ELA exam.

#### **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.

Approximately 30% students achieved a level 3 and 4 on the 2014 New York State ELA exam.

#### **Instructional Strategies/Activities**

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

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

1. Teachers will use the grade level curriculum framework to create unit road maps detailing text used, learning activities and evidence of student learning.
2. All literacy pedagogues will attend at least one professional learning opportunity per week.
3. All literacy pedagogues will collaborate with one another in teacher teams meetings weekly.
4. Literacy teachers will participate in inter-visitations and will share feedback and best practices.
5. Teachers will use A.C.T.I.V.E. criteria to guide their planning and delivery of instruction.
6. Teachers will provide parents with clear expectations for each unit on their Weebly website. Teachers will provide parents with the necessary information that they will need to support their children such as links to texts, detailed assignments, due dates, and tutorials.
7. Two Title 1 Literacy Teachers were hired to provide in class supports to struggling students.
8. Literacy after school program and Saturday Academy will provide students with additional intervention and enrichment opportunities.
9. Teachers will use Google Drive to collaborate online in order to make revisions to curriculum maps and unit plans.

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

1. Assistant Principals, all literacy teachers, curriculum framework, unit roadmaps
2. Principal, Assistant Principal, literacy teachers,
3. Assistant Principal, literacy teachers, teacher team logs
4. Assistant Principal, literacy teachers, Inter-visitation logs and guiding questions
5. Assistant Principal, literacy teachers, A.C.T.I.V.E. criteria
6. Assistant Principal, Literacy teachers, Weebly websites,
7. Principal, Assistant Principal, General Education teachers, Special Education literacy teachers and Title 1 literacy teachers.
8. Principal, Assistant Principals and teachers
9. Assistant Principals and teachers

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

1. Assistant Principal will collect literacy roadmap prior to the start of each unit for analysis.
2. Assistant principal will conduct ongoing observations and teacher and student interviews to determine if professional learning best practices are being implemented.
3. Assistant Principal will analyze teacher team logs submitted from each teacher weekly. Assistant Principal will attend teacher team meetings weekly.
4. Weekly professional learning time will be allotted to teachers to provide one another with feedback and to share out best practices. Assistant Principal will conduct ongoing observations to determine effectiveness of practices being used. Unit exams and performance tasks will be analyzed to determine growth.
5. Assistant Principal will analyze lesson plan and conduct ongoing observations to determine progress of implementing A.C.T.I.V.E. Student unit exams and performance tasks will be used to determine the impact of A.C.T.I.V.E. on student achievement.
6. Assistant Principal will analyze each teacher's Weebly website on a weekly basis.
7. Principal and Assistant Principal will conduct ongoing observations. Assistant Principal will meet regularly with teachers to identify barriers. Assistant Principal will analyze each teacher's role within lesson plans.
8. Daily attendance will be taken. School leaders will conduct ongoing observations and student and teacher conferences.
9. Assistant Principals will analyze the interactions between teachers on Google Drive to determine effectiveness. Surveys pertaining to use and impact will be given to teachers and evaluated by assistant principals.

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

1. September 2014 through June 2015
2. September 2014 through June 2015
3. October 2014 through June 2015
4. October 2014 through May 2015
5. October 2015 through June 2015
6. September 2014 through June 2015
7. September 2014 through June 2015
8. November 2014 through April 2015
9. December 2014 through April 2015.

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

1. Teachers will use grade level curriculum framework, Scholastic Code X, supplemental texts and teacher created learning activities to develop a unit roadmap for each unit. Gifted teachers will provide their students with enrichment opportunities through text, activities and technology. Special Education teachers will scaffold learning.
2. Teachers will participate in cycles of professional learning aligned to the school's instructional focus. The professional learning will provide opportunities for teachers to engage in research based best practices, collaborative opportunities, teacher share-out, reflection on planning and delivery of curriculum, and the development of department wide tangible resources.
3. Teachers will participate in teacher team meetings by establishing a goal for each meeting and working towards the development of a product (lesson plan, activity, innovative practice, etc). Teachers will complete a teacher log that summarizes their weekly participation and contributions and will email it to the Assistant Principal.
4. Teachers will participate in inter-visitations during each professional learning cycle. Teachers will provide one another with feedback using protocols.
5. Teachers will use the A.C.T.I.V.E. criteria. A – Alignment to Learning Target, C – Choice (resources, texts, activities), T – Time, I – Inquiry and Rigor V – Vary Methods, E – Engage Everyone
6. Teachers will create a clear expectations page on their Weebly sites to increase communication and support to parents. Each literacy teacher will detail their unit road map and provide links and tutorials on the Weebly website.
7. Both the Title 1 teacher and general education teacher will work as partners to collaboratively plan, instruct, facilitate, and assess students.
8. The after school and Saturday programs are aligned to the school's instructional focus and the state standards. Each program supports a project based learning approach. The literacy curriculum cycles students through a variety of different project based topics and genres.
9. Teachers will use Google Drive to edit curriculum maps and create unit plans. Teachers will collaborate on lesson plans and the development of activities, tasks and assessment tools online.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parental awareness and informational sessions are held throughout the year. Parents are notified in writing about both the after school and Saturday Academy programs.

***Budget and Resource Alignment***

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

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

## 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.

Throughout the 2014-2015 school year, all mathematics teachers will collaborate on a grade level curriculum framework and will participate in professional learning to improve instructional practice and student achievement as evidenced by a 3% increase of students meeting proficiency on the 2014-2015 NYS Math exam.

### **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.

Approximately 30% of students achieved a level 3 or 4 on the 2014 New York State Mathematics exam.

### **Instructional Strategies/Activities**

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

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

1. Teachers will use the grade level curriculum framework to create unit road map detailing learning activities and evidence of student learning.
2. All mathematics pedagogues will attend at a minimum one professional learning opportunity per week.
3. All mathematics pedagogues will collaborate with one another in teacher team meetings weekly.
4. Mathematics teachers will participate in inter-visitations and share feedback and best practices.
5. Teachers will use A.C.T.I.V.E. criteria to guide their planning and delivery of instruction.
6. Teachers will provide parents with clear expectations for each unit on their Weebly website. Teachers will provide parents with the necessary information that they will need to support their children such as links to tutorials and additional resources, detailed assignments and due dates, and tutorials.
7. Two Title 1 Mathematics teachers were hired to provide in class supports to struggling students.
8. Mathematics after school program and Saturday Academy will provide students with intervention and enrichment opportunities.

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

1. Assistant Principals, all mathematics teachers, curriculum framework, unit roadmaps
2. Principal, assistant principal, mathematics teachers
3. Assistant Principal, mathematics teachers, teacher team logs
4. Assistant Principal, mathematics teachers, inter-visitation logs and guiding questions
5. Assistant Principal, mathematics teachers
6. Assistant Principal, mathematics teachers, Weebly websites
7. Principal, Assistant Principal, mathematics general education teachers, mathematics special education teachers and mathematics Title 1 teachers
8. Principal, Assistant Principals and teachers

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

1. Assistant Principal will collect math road maps prior to the start of each unit for analysis.
2. Assistant principal will conduct ongoing observations and teacher and student interviews to determine if professional learning best practices are being implemented.
3. Assistant Principal will analyze a teacher team logs submitted from each teacher per week. Assistant Principal will attend teacher team meetings weekly.
4. Weekly professional learning time will be allotted to teachers to provide one another with feedback and share out best practices. Assistant Principal will conduct ongoing observations to determine effectiveness of practices being used. Mastery quizzes and unit exams will be analyzed to determine growth.
5. Assistant Principal will analyze lesson plans and conduct ongoing observations to determine progress of implementing A.C.T.I.V.E. Student unit exams and mastery quizzes will be used to determine the impact of A.C.T.I.V.E. on student achievement.
6. Assistant Principal will analyze each teacher's Weebly website on a weekly basis.
7. Principal and Assistant Principal will conduct ongoing observations. Assistant Principal will meet regularly with teachers to identify barriers. Assistant Principal will analyze each teacher's role within lesson plans.
8. Daily attendance will be taken. School leaders will conduct ongoing observations and student and teachers conferences.

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

1. September 2014 through June 2015

2. September 2014 through June 2015
3. October 2014 through June 2015
4. October 2014 through May 2015
5. October 2015 through June 2015
6. September 2014 through June 2015
7. September 2014 through June 2015
8. November 2014 through April 2015

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

1. Teachers will use grade level curriculum framework, CMP3, supplemental resources and teacher created learning activities to develop a unit roadmap for each unit. Teachers of our gifted student population will provide their students with enrichment opportunities through investigative activities and technology. Special Education teachers will scaffold learning.
2. Teachers will participate in cycles of professional learning aligned to the school's instructional focus. The professional learning will provide opportunities for teachers to engage in research based best practices, collaborative opportunities, teacher share-out, reflection of planning and delivery of curriculum and the development of department wide tangible resources.
3. Teachers will participate in teacher team meetings by establishing a goal for each meeting and working towards the development of a product (lesson plan, activity, innovative practice, etc). Teachers will complete a teacher log that summarizes their weekly participation and contributions and email it to the Assistant Principal.
4. Teachers will participate in inter-visitations during each professional learning cycle. Teachers will provide one another with feedback using protocols.
5. Teachers will use the A.C.T.I.V.E. criteria. A – Alignment to Learning Target, C – Choice (resources and activities), T – Time, I – Inquiry and Rigor V – Vary Methods, E – Engage Everyone
6. Teachers will create a clear expectations page on their Weebly sites to increase communication and support to parents. Each mathematics teacher will detail their unit road map and provide links and tutorials on the Weebly website.
7. Both the Title 1 teacher and the general education teacher work as partners and collaboratively plan, instruct, facilitate, and assess students.
8. The after school and Saturday programs are aligned to the school's instructional focus and the state standards. Each program supports a project based learning approach.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parental awareness and informational sessions are held throughout the year. Parents are notified in writing about both the after school and Saturday Academy programs.

**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.											
N/A											

## 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.

By June 2015, at least 50% of teachers will increase a minimum of one HEDI rating.

### **Comprehensive Needs Assessment**

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

In order to continue to move our students toward meeting the Common Core Learning Standards, school leaders will support teacher growth through frequent classroom visits. The administration will provide teachers with meaningful feedback aligned to the 8 Danielson competency areas in order to assist all teachers in improving instructional practice.

### **Instructional Strategies/Activities**

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

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

1. All teachers will attend weekly professional learning opportunities that are aligned to the Common Core State Learning Standards and The Danielson Framework of Teacher Effectiveness.
2. All teachers will have the opportunity to attend needs based professional learning opportunities.
3. All teachers will collaborate in grade and department level teacher team meetings in order to plan curriculum, reflect on planning and delivery, share resources and best practices and participate in inter-visitations.

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

1. Principal, Assistant Principals and teachers
2. Principal, Assistant Principals and teachers
3. Assistant Principals and teachers

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

1. Principal and Assistant Principals will design and present Professional Learning opportunities. Observations will be entered into the Advance system.
2. Principal, Assistant Principals and teachers will design and present needs based Professional Learning Opportunities. Teachers will either choose to attend a specific Professional Learning Opportunity or be assigned a session to attend.
3. Teachers will attend at minimum one teacher team meeting per week. Assistant Principal will attend meetings to observe and offer suggestions when necessary. Teacher Team meeting logs will be given to Assistant Principals on a weekly basis.

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

1. September 2014 through June 2015
2. August 2014 through June 2015
3. September 2014 through June 2015

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

1. 85 minute weekly meetings are provided to all pedagogues for continuous curriculum support and pedagogical development.
2. Needs based professional learning opportunities will be provided monthly.
3. Teachers will meet on Tuesdays in grade level department meetings. In addition, teachers will meet in teacher team meetings on prep periods throughout the week.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parental awareness and informational sessions are held throughout the year.

### **Budget and Resource Alignment**

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

X	Tax Levy	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.

N/A

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Skills based instruction – aligned to CCLS</li> <li>• Guided Reading instruction in Special Education and ICT classrooms</li> <li>• Online interventions – i-Ready, Study Island, myON Reader and Cite Lighter</li> <li>• Book –in-a-Bag Home Component</li> <li>• After school project based program</li> <li>• Saturday Academy project based program</li> </ul>	Small group instruction, home components	During the school day, after school and Saturdays
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Skills based instruction – aligned to CCLS</li> <li>• Online Interventions – i-Ready, Khan Academy, Study Island</li> </ul>	Small group instruction, home components	During the school day, after school, Saturdays
<b>Science</b>	<ul style="list-style-type: none"> <li>• Skills based instruction aligned with ELA and Science concepts integrating Common Core Reading and Writing Standards</li> </ul>	Small group instruction	During the school day
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Skills based instruction aligned with ELA and Social Studies concepts integrating Common Core Reading and Writing Standards</li> </ul>	Small group instruction	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Crisis intervention</li> <li>• Educationally Related Support Services (E.R.S.S.)</li> <li>• SAPIS counselor</li> </ul>	Small group instruction One-to-one	During the school day

**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 *TAS 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.			
	<b>School Wide Program (SWP)</b>	<b>X</b>	<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
A vast amount of interviews are set up through the use of the DOE's New Teacher Finder, partnering with local colleges and universities, and through Teach for America with the goal of hiring only certified and highly qualified pedagogues. In addition, new teacher workshops are offered on a monthly basis and designed to meet the needs of new teachers at M.S. 181.

**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).
All pedagogues participate in a 5-week cycle of professional learning that is designed around the school's 2014-2015 Instructional Focus. The school wide focus this year is to increase the intellectual engagement of all students. Professional learning opportunities are aligned to the school-wide focus and are developed by the department leaders to encompass research based topics and best practices within three out of the five weeks of each cycle. During the first three weeks of each cycle, department leaders present new information and provide all pedagogues with opportunities for discussion and collaboration. The fourth week of the 5-week cycle is designed around providing teachers with needs based professional learning. All pedagogues choose a session to attend or are assigned a session based on an identified area of need. The needs-based professional learning opportunities are developed and planned by the Principal, Assistant Principals and/or by teachers. The fifth week of the 5-week cycle is dedicated to looking at student work in order to identify grade level, class and individual student needs and to norm scoring within each department. Time for teachers to collaborate on analyzing student work/data affords teachers the opportunity to reflect on current practices and is a critical component to supporting student achievement.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The minimum amount required is set aside for all mandated programs. More service and monetary support will be added if necessary.

**SWP Schools Only**

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

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
N/A

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
Four Title 1 teachers were hired to provide in class supports to struggling students in preparation of meeting state standards.

**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).
100% of Title 1 teacher prep periods are used to collaborate with the general education teacher they are directly partnered with for the 2014-2015 school year.

---

## **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 clear expectations regarding assignments and resources to help parents work with their children to improve their achievement level
- 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 1<sup>st</sup> 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 Parent Workshops;
- 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 communication through Weebly and Teacherease

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**

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:*

- Being available, responsive, and supportive to teachers, students, and families
- Providing interventions through a Saturday Academy and after school program.
- 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;
- Providing assistance to parents in understanding City, State and Federal standards and assessments;
- 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;
- Using Weebly and Teacherease and other available communication resources, provide clear expectations regarding assignments and resources to help parents work with their children to improve their achievement level
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

### **II. Parent / Guardian Responsibilities:**

- Be aware of their child's needs and advocate whenever necessary
- Serve as partners in their child's learning
- 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;
- Check and assist my child in completing homework tasks, when necessary;
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting
- Participate, as appropriate, in the decisions relating to my child's education;
- Reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- 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;
- 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;

### **III. Student Responsibilities:**

- Take ownership of their learning by knowing what they are learning.
- Be aware of assignments, area of need
- 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;
- Always try my best to learn.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	\$555,634.53	X	See action plan – Pgs. 6-14
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan-Pgs. 6-14
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	NA	X	See action plan
Title III, Part A	Federal	N/A	X	See action plan
Title III, Immigrant	Federal	N/A	X	See action plan
Tax Levy (FSF)	Local	\$5,195,051.00	X	See action plan Pgs. 6-14

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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 <b>11</b>	Borough <b>Bronx</b>	School Number <b>181</b>
School Name <b>Pablo Casals</b>		

### 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 <b>Christopher Warnock</b>	Assistant Principal <b>Nelson Medina</b>
Coach	Coach <b>Jennifer Kirrane</b>
ESL Teacher <b>Melissa Lonquich</b>	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Peggy Allicock-Caines</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

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

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

### B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	7	0	2	6	0	4	2	0	1	15

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
<b>Total</b>	7	0	2	6	0	4	2	0	1	15
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	7	3					13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2						2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3							3
Intermediate(I)						1								1
Advanced (A)						2	6	3						11
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	2	1			3
6	4	2			6
7	3				3
8					0
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	3								3
6	5		2		1				8
7	3								3
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.  
At MS 181 we evaluate the student's literacy skills through running records and various teacher created materials. For the ELLs that have taken the ELA exam we evaluate the exam results to determine student levels as well. We use the data from the LAB-R and NYSESLAT to also help determine the students' strengths and weaknesses. We have learned from the review of our data that our ELL

students have a strength in listening/ speaking skills and a weakness in reading/ writing skills. Focus is placed on reading and writing skills within all classrooms to concentrate on improving those skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
At MS 181 we have found that our ELL population consistently do better on the listening/ speaking section of the NYSESLAT and LAB-R across proficiency levels and grades.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The most recent NYSESLAT modalities report is not available at this time. However, in the past the listening/speaking section on the NYSESLAT and LAB-R are consistently higher in our school than the reading/ writing modality, therefore a focus on improving our ELL students in reading/ writing is a priority. Building reading/ writing skills is stressed due to the proficiency levels on all grades. Skills involving main idea, context clues, cause and effect and inferencing are addressed in reading. Emphasis in writing is placed on vocabulary usage and building, grammar, sentence structure, organizing paragraphs, and editing. Differentiation is used in ESL class as well as the students main classroom settings in order to better serve the students' needs. The ESL teacher integrates multiple subjects when ever possible during ESL time in order to target improving reading/ writing skills in content areas.

4. For each program, answer the following:
- 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?

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

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

The students' second language development is taken into consideration when making instructional decisions such as which class to place a child, and how the child's classwork is differentiated depending on where they are in terms of their second language acquisition skills. The student's ESL teacher and classroom teachers work closely to determine the needs of the individual student and the ESL teacher assists the teacher in ideas to help plan lessons that have ESL methodologies infused within them.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

When evaluating the success of the ESL program at MS 181, the NYSESLAT scores are analyzed for student growth by level and skill. Traditionally, the students do better in listening/speaking and show a weakness in reading/writing. Therefore, the ESL teacher knows that the returning ELL students will require further instruction to improve the area of reading/writing and prepares material to support those skills by levels attained (beginning, intermediate, or advanced). The program is also evaluated on the individual success of the students in their literacy, math, and core subject areas. The individual report card grades and evaluation by the subject area teachers of ELL students are also used as an indication for the program's success. For example, students proficient in their native language, who are able to communicate, read, and write in English at the end of the year are considered successful. Traditionally, the ELL population at MS 181 has met the promotional criteria at all grade levels.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Upon arriving to the office to register, the Home Language Identification survey is given to the parents of newly admitted students to fill out by a licensed teacher or Mr. Warnock, our school's principal. Help is offered to the parent in explaining the Home Language Survey and how to fill it out. An interpreter is used when needed to fill out the HLIS. There are multiple pedagogues available in the school that can translate between Spanish and English, all other languages have to be called into the NYCDOE translation services. The HLIS is given to the ESL teacher, Ms. Lonquich, in order to determine if the student is eligible to take the LAB-R and subsequently eligible for ESL services. Ms. Lonquich is also the person that conducts an oral interview with the student. A translator is brought in to help interview a student that can not communicate in English. On the HLIS, there are eight questions. If one of the questions from one to four is marked as "other than English is spoken at home," and two questions are marked as other than English is spoken, from questions five to eight, the child is a potential ELL. Once the ESL teacher collects the HLIS from parents and determines that a language other than English is spoken at the child's home, the ESL teachers administer the Language Allocation Battery (LAB-R) test to that child within ten days of enrollment. Students that score below proficiency will be eligible for state mandated services and to take the New York State English as a Second Language Achievement Test (NYSESLAT). After the English LAB-R is administered by our ESL teacher, Ms. Lonquich, entitled Spanish speaking students also take the Spanish LAB-R. The ESL teacher will prepare students for the NYSESLAT exams they take in the Spring and will differentiate instruction based on proficiency levels. Students at the beginner and intermediate proficiency levels on the NYSESLAT receive 360 minutes of ESL per week and students scoring advanced receive 180 minutes of ESL per week with preparation for the ELA. Entitled students based on the ATS report, the RLER (List of Eligibility Report), take the NYSESLAT exam annually and newly enrolled students are identified based on the LAB-R handscores. The NYSESLAT is administered during the time period allotted by the Department of Education (DOE). The ESL teacher, Ms. Lonquich, is trained on the process of administering the NYSESLAT.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Parents of new ESL students are invited to the school for a parent orientation that is offered throughout the year as new ELL students arrive. The ESL teacher and parent coordinator conducts this orientation. The parents are made aware of the different programs offered to ESL students shown through the EPIC video that explains the difference between the three choices for their child (transitional bi-lingual programs, ESL programs, and dual language programs.) The parents make their selection on the Parent Survey and Program Selection Form within ten days of school enrollment which program they would like their child to participate in. The parents are made aware that if the program of their choice is not available at this school, they have the option of applying to a school that offers their choice in their native language, if it exists. We will assist them in finding this information and figure out what options are available for them and their child(ren). For parents of other languages than English, the EPIC video is shown in their native language as well. To form a bi-lingual class, we need a minimum of 15 students from a bridge class of two consecutive grades.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
During parent orientation our ESL teacher, Ms. Lonquich, distributes entitlement letters to parents and the parent surveys and program selection forms are collected. Ms. Lonquich collects all forms and stores them in the ESL office compliance binder for reference. If extra time is needed for the parent to take home the parent survey and program selection form, Ms. Lonquich follows up with the parent via phone call to collect the returned forms, if a new form is needed Ms. Lonquich sends another form home with the student. Due to the small number of ELL students we have at MS 181, Ms. Lonquich is able to personalize the orientation and schedule a time to meet the parent that is convenient to them.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
All new ELL students are asked to come in for a parent orientation/ initial meeting with the ESL teacher. At this time the EPIC video is shown in their native language to explain the three possible program choices (TBE, Dual Language, and ESL). Interpreters are present at the meeting to explain to the parents further the program differences, as well as answer any questions the parent may

have at that time. If ESL is chosen, the child is placed in the ESL instructional program at that time in our school. If another option (TBE or Dual Language) is chosen the parent is notified that our school does not currently have that choice and we can either assist them in finding a school that does or they can chose to stay in ESL in MS 181 and be placed on a list if we have at least 15 students that would like a TBE class in two consecutive grades to form a class.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

A list is first generated from ATS of all the students that will be required to take the NYSESLAT in Spring. Throughout the year the students are being prepared for the knowledge they need to increase their chances of doing well on the exam. A list is created of non-IEP students and IEP students. The students will IEP's will take the NYSESLAT with their test modifications followed. Alternate assessment children will be tested by their age and not current grade level. A schedule is created for IEP students as well as non IEP students to take all four parts of the NYSESLAT. The speaking section is schedules individually. The listening, reading and writing sections and schedule based on similar test modifications for IEP students, and based on grade level for non IEP students. A checklist is created to insure that each student takes all four parts of the NYSESLAT. If any student was absent during their scheduled time, they will take the section they missed during a make-up session.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [🔗](#)

The vast majority of ELL students at MS 181 came to our school already in an ESL program. We get very few, if any new ELL students (new to the NYC school system) during the year. When we do receive new students to the school that is an ESL student, the parents consistently choose to have their child(ren) placed in our ESL program. MS 181 only offers a freestanding ESL. Traditionally, the parents elect to have their child(ren) remain at this school. Therefore, we are aligned with the parent's wishes.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. At MS 181 the organizational models we use for ESL instruction is both pull-out and push-in models.
    - b. The students that are serviced via push-in method, traditionally are homogenous groups in the same grade/ class. The students that are sericed via pull-out model are normal heterogenous in grouping. The ESL teacher works collaboratively with the classroom teachers to support the ESL students. Classroom teachers conference regularly with the ESL teacher to learn ESL strategies to assist the ESL student in their classrooms. The ESL teacher supports the ELL students with support such as using manipulatives, expressive language, and total body response when delievery vocabulary, instruction, and/or constant verbal communication to ensure full understanding and grasp of the lesson. Instruction in all content areas is often composed of a mini-lesson (link and modeling), active engagement, independent work, differentiated small groups, and a share. Students are encouraged to incorporate turn and talk, cooperative learning, and partner work throughout the day.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 

The only language of instruction at MS 181 is English. Our program model of ESL receives the following services: beginning and intermediate students receive a minimum of 360 minutes of instruction per week. The advanced students receive 180 minutes of instruction. Those students who have reached their proficiency meet periodically throughout the year with the ESL teacher to ensure that their academic progress is on track. All students at MS 180 receive a minimum of 8 periods of ELA in the regular education classrooms and 10 periods of ELA in special education classrooms. The students' native language is supported with the use of text available in the student's first language. The NYS math and science exams are available in the students' native language if they choose to take it in that language. In the past, most of our students choose to take the exams in English.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

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

Students may take the NYS math and science exam in their native language if the translated version is available. Students also may use bilingual glossaries when taking exams. The quarterly exams are translated for the students that need translation by a bilingual paraprofessional who sits with them during the exam.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

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

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

### Courses Taught in Languages Other than English

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

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

### Courses Taught in Languages Other than English

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

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

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

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

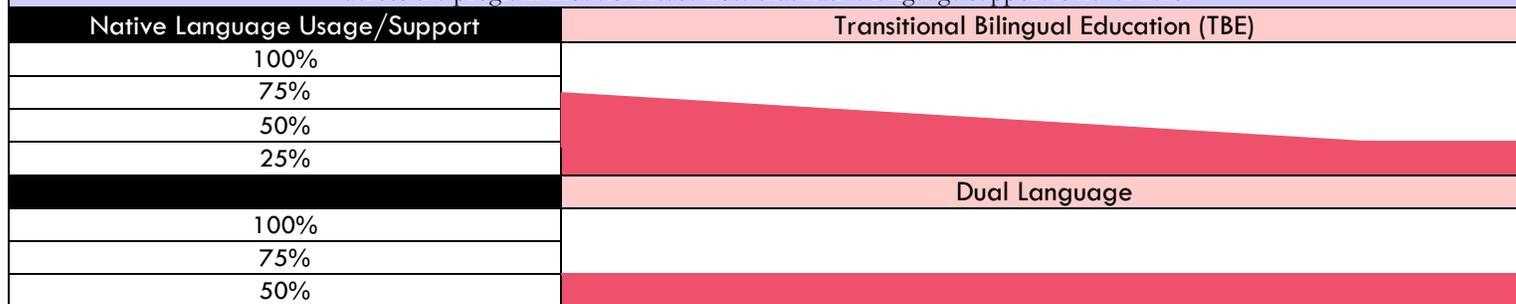
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All students, including ELL students, are mandated to attend morning support services support services. In addition, these students are encouraged to attend after-school programs that provide homework assistance. After school instructional programs are staffed by certified content area teachers. Our school also partners with an outside agency that assists students in core subject assistance. Incentive programs are offered as a reward to encourage students to complete their homework and classwork, as well as encourage reading. Differentiation is used in all lessons to better target the individual students' needs. The intervention provided to students help foster both academic and language needs. When ever possible, multiple subjects are infused (ex: ELA covers topics in science and social studies). The ESL teacher makes core subject vocabulary more understandable for our students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- When evaluating the effectiveness of the ESL program at MS 181, the NYSESLAT scores are analyzed for student growth by level and skill. Traditionally, the students do better in listening/speaking and show a weakness in reading/writing. Therefore, the ESL teacher knows that the returning ELL students will require further instruction to improve the area of reading/writing and prepares material to support those skills by levels attained (beginning, intermediate, or advanced). The program is also evaluated on the individual success of the students in their literacy, math, and core subject areas. The individual report card grades and evaluation by the subject area teachers of ELL students are also used as an indication for the program's success. For example, students proficient in their native language, who are able to communicate, read, and write in English at the end of the year are considered successful. Traditionally, the ELL population at MS 181 has met the promotional criteria at all grade levels. Focus is placed on language development while teaching the content area subjects. The school has shown success in making the content areas more accessible to the student by using ESL strategies such as paraphrasing in a manner that the students better understand.
11. What new programs or improvements will be considered for the upcoming school year?
- This year the use of Rosetta Stone for English language acquisition has been added.
12. What programs/services for ELLs will be discontinued and why?
- No services for ELL students will be discontinued this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL's are encouraged to participate in any academic, athletic and social programs that are offered during and after the school day. They are encouraged to participate in the 37.5 minutes. The after school program "Directions for Our Youth" support all of our students my creating a program for them that is enriching academically, athletically, and socially. Project boost and service league are clubs that our school also offer.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- At MS 181, the teachers use code X to support the common core curriculum. It is a collaborated effort between the ESL teacher and the classroom teachers to make sure this program supports the four modalities of the NYSESLAT as well as assist with ELA development. To support the students' ELA, math, and content area skills, computer programs are used by the student, individually, each working at their own level. Students have bi-lingual glossaries available to them when needed.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- At MS 181 there is no TBE and Dual Language programs. For the ESL program, students buddy up to encourage and support others in their native language. There are many Spanish speaking paraprofessionals in the building who offer their time to aid students that need native language support. The use of bi-lingual glossaries are available for the students if needed.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services, support, and resources are aligned to correspond to the age and grade of the student. Sometimes it is necessary to adjust the program to a different level, such as in the case of the SIFEs. The content taught reflects the common core while still being age appropriate material.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- There are no formal activities during the summer for newly enrolled ELL students. During the school year all ELL students are encouraged to take advantage of all the activities the school has to offer, both academic, athletic, and social.
18. What language electives are offered to ELLs?
- Spanish is the only language elective offered to all students at our school.

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

There is no Dual Language program at our school.

### C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

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

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parents of all ELL students are encouraged to join the PA which meets monthly. During the school year these parents join with their children and the school community to participate and celebrate in various academic and social events. Such activities include literacy, math, and family nights. Parents are notified of these events through the mail or internet, as well as notices sent home with the student. Translation services in Spanish are available from school staff to the parents when needed.
  2. At this time MS 181 partners with a Community Based Organization called "Directions for Our Youth". This is an after school program that supports the students academically, athletically, and socially.
  3. Upon registration, the parent coordinator meets with the parent/ guardian of the new ELL student to inform him/her about the variety of programs offered at the school in academics, athletics, and social activities. The parent coordinator will help the family with any questions they might have regarding their transition to the new environment. The parent coordinator is the prime source of community outreach for the family and takes a vital interest in helping the new student assimilate to the school community. If needed translators will be made available. During meetings with the parent coordinator, teachers, and administrators, the parent is encouraged to share any concerns. If it is an individual concern it is addressed individually. If it is a concern that affects many parents, the concern is addressed at subsequent PA meetings.
  4. All ELL parents are invited to participate in the various academic and social activities the school offers. This gives them the opportunity to share ideas, concerns, and needs with other members of the school community, especially the parent coordinator who serves as the liaison between the school and community. If it is an individual concern it is addressed individually. If it is a concern that affects many parents, the concern is addressed at subsequent PA meetings.

## E. Additional Information

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

N/A

## Part VI: LAP Assurances

**School Name: Pablo Casals**

**School DBN: 11x181**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christopher Warnock	Principal		10/16/13
Nelson Medina	Assistant Principal		10/16/13
Peggy Allicock-Caines	Parent Coordinator		10/16/13
Melissa Lonquich	ESL Teacher		10/16/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Jennifer Kirrane	Coach		10/16/13
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

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

Cluster: 6 Network: CFN 608

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

### **Part A: Needs Assessment Findings**

---

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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

