

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	11X181
School Name:	I.S. 181 PABLO CASALS
Principal:	CHRISTOPHER WARNOCK

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Pablo Casals Middle School 181 School Number (DBN): 11X181
Grades Served: 6-8
School Address: 800 Baychester Ave. Bronx, NY 10475
Phone Number: (718) 904-5600 Fax: (718) 904-5620
School Contact Person: Jennifer Kirrane Email Address: JKirrane@schools.nyc.gov
Principal: Chris Warnock
UFT Chapter Leader: Steven Block
Parents' Association President: Lisa Grant-Lynch
SLT Chairperson: Rachel Philbert
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Merna Torres
Student Representative(s):

District Information

District: 11 Superintendent: Meisha Ross-Porter
Superintendent's Office Address: 1250 Arnow Ave. Avenue Bronx NY 10469
Superintendent's Email Address: MRoss@schools.nyc.gov
Phone Number: 718-519-2620 Fax: 718-519-2626

Borough Field Support Center (BFSC)

BFSC: Bronx, District 11 Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza Bronx, NY
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Chris Warnock	*Principal or Designee	
Veronica Groffel	*UFT Chapter Leader or Designee	
Lisa Grant-Lynch	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Merna Torres	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Constantine Kouvatso	Member/ Assistant Principal	
Rachel Philbert	Member/ Assistant Principal	
Andrea Ardouin	Member/ Teacher	
Ralph Romano	Member/ Parent	
Gigi Colon	Member/ Parent	
Merna Torres	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Requel Russell-George	Member/ Parent	
	Member/ Parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Pablo Casals Middle School 181 serves approximately 900 students in grades 6 through 8. Our student population is 50% female and 50% male. Our student body is comprised of 66% black students, 25% Hispanic students, 5% Asian students and 4% white students. Approximately 2% of our student body is comprised of English Language Learners and Students With Disabilities make up 21% of the population at Pablo Casals M.S. 181. We pride ourselves on working to meet the needs of all students, ranging from those enrolled in our gifted program to those students with disabilities.

Pablo Casals Middle School 181, along with parents and the home community, endeavors to create an environment that allows each child to develop his or her individual talents and abilities. We embrace standards-driven instruction, and strive to create problem solvers and independent thinkers who will become life-long learners and productive citizens. Additionally, we prepare our student for high school, college and career by emphasizing intellectual engagement in rigorous activities and tasks that are aligned to the Common Core Learning Standards. In each of the content areas, students are engaged in critical thinking skills as well as rich, evidence based discussions. From gifted and talented classrooms to departmentalized special education classes, high levels of teaching and learning expectations are held for all.

While academic excellence remains at the core of who we are and what we do, we firmly believe in developing the whole child. Pablo Casals Middle School 181 strives to be a place in which character counts. We believe that in order to be successful, students must develop social emotional skills necessary to compete in today's world. Through consistent student celebrations in which students are recognized for academics, effort, charitable work and kindness, our school culture empowers students to bring out their best.

The school leaders approach to staffing has had a great impact on teaching and learning. The majority of classrooms include two teachers on each grade level. The co-teacher model has afforded pedagogues an opportunity to assess student's needs to a greater extent and intervene when necessary. This model allows for small group instruction to occur at greater lengths and provides each student with more individualized attention.

Additionally, the school administrators have created a school-wide Professional Learning plan that includes opportunities for staff members to receive needs based learning, as well as determined time to examine student work and create next steps based upon their findings. Principal, Mr. Warnock and the administrative team have differentiated between Professional Learning Opportunities, Professional Development and Inquiry opportunities. Professional Learning at MS 181 is centered on a 5-week cycle that aligns to Teacher Team meeting goals. The 5-week cycle includes 3 sessions of learning and sharing on a focused topic area, one session for sharing of best practices and lastly one session to focus on analysis of student work and next steps as it pertains to the focus area. By conducting frequent observations, the team identifies areas of additional support needed for pedagogues and then creates Professional Development opportunities on areas such as behavior management and lesson planning to provide teachers with strategies and assistance when necessary. Lastly, based upon data from Advance, teacher and student interviews and by analyzing student work, the need for a whole school cross-curricular inquiry may be established.

One of the strengths that exist within Pablo Casals Middle School 181 lies in the expertise of our teachers. Through the guidance of each department's leader, pedagogues have worked collaboratively to create effective curriculum that begins with grade level curriculum maps, extends to differentiated unit plans across grade levels and then translates to lesson plans. Furthermore, teachers are able to take written plans and deliver the profound instruction that occurs in each and every classroom.

Middle School 181 will focus on increasing the amount of parental support that occurs within our school. It is our goal to provide each and every parent and/or guardian with the necessary tools and resources to become fully involved and invested in their child's education.

11X181 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	882	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	26
Types and Number of Special Classes (2014-15)					
# Visual Arts	15	# Music	15	# Drama	10
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	63.7%	% Attendance Rate			93.5%
% Free Lunch	64.6%	% Reduced Lunch			9.7%
% Limited English Proficient	1.4%	% Students with Disabilities			20.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			64.6%
% Hispanic or Latino	25.0%	% Asian or Native Hawaiian/Pacific Islander			6.1%
% White	3.4%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			6.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			7.84
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	29.6%	Mathematics Performance at levels 3 & 4			33.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			40.1%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			96.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based upon an analysis of NYS assessments, department and teacher created summative and formative assessments, and the 2014-2015 Quality Review, it was identified that students with disabilities are not exhibiting growth in ELA.

Strengths:

Pablo Casals MS 181 has a departmentalized special education program and therefore all teachers are highly qualified in providing instruction within their content area. This affords each student with a disability the same opportunities provided to all students at Pablo Casals. ELA special education teachers develop CCLS aligned units of instruction, which include complex texts and rigorous performance tasks. In addition, students are provided with additional periods of literacy to further support their learning and future success.

Needs Improvement:

Based upon a thorough analysis of NYS scores and student work samples and teacher observations, there is an inconsistency in the implementation of CCLS aligned curriculum and checks for understanding for students with disabilities. This has resulted in students with disabilities not achieving Adequate Yearly Progress.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Throughout the 2015-2016 school year, school leaders will ensure that 100% of Literacy Special Education teachers are implementing various learning activities that afford all students opportunities for critical thinking, planned checks for understanding and tracking student data using a specific protocol in order to identify student needs and inform instruction. This will result in a 5% decrease in the amount of students achieving a level 1 on the ELA state exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Continue with a grade 6 Framework that defines each period in a 36 period cycle. Expand the Framework to Grade 7 Literacy Special Education class. The framework includes intervention programs, technology and guided reading. The framework incorporates instructional practices that are differentiated according to each child’s learning abilities.</p>	<p>Grade 6 and Special Education Literacy students</p>	<p>September 2015 to June 2016</p>	<p>Assistant Principals, Literacy Special Education Teachers</p>
<p>Strengthen and continue a book-in-a-bag program for all Special Education students, which will include designated time for Drop Everything and Read (D.E.A.R.) independent leveled books as well as web based supports such as Raz Kids and My On Reading.</p>	<p>All Special Education Students in grades 6-8</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principal, Special Education Literacy Teachers and SESIS.</p>
<p>Plan rigorous intellectually engaging learning activities as per A.C.T.I.V.E. criteria, D.O.K. and Hess’s Cognitive Matrix that center around critical thinking and providing students with independent and group opportunities to explain their thinking.</p>	<p>All Special Education students in grades 6-8</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principal, Special Education Teachers.</p>
<p>Use of unit plan templates to identify learning activities, student products and checks for understanding that will identify student growth and individual needs.</p>	<p>All Special Education students in grades 6-8</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principal, Special Education Teachers.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ol style="list-style-type: none"> 1. Common Planning periods for Literacy Special Education Teachers. 2. Word Generation will be used in grades 6, 7, and 8 to reinforce skills across content areas. 3. Rewards reading program will be used to promote decoding and fluency. 4. Leveled books will be used for a Book-in-a-bag program will be tracked monthly. 5. Web Based supports, i-Ready, My-On, and Raz-Kids, will be used as home components and during guided reading.

6. Professional Learning on creating rigorous learning activities using A.C.T.I.V.E. criteria, Hess’s Cognitive Matrix and D.O.K.

7. Professional Learning on creating, implementing, analyzing and reacting to checks for understanding (CFU’s)

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Students will be assessed using Fountas and Pinnell running records at least three times per year. In addition, the reading levels of all students will be tracked using the Raz-Kids online reading program.
- Literacy Teachers will meet in weekly Teacher Team meetings to discuss student progress on web based programs and Book-in-a-Bag. Teachers will react to findings.
- Department leaders will evaluate the implementation of Word Generation.
- Department leader will conduct observations to identify teacher progress in creating and delivering intellectually engaging instruction aligned to A.C.T.I.V.E., D.O.K. and Hess’s Cognitive Matrix.
- Department leader will collect and analyze teacher team meetings using logs to evaluate progress.
- Department leader will collect student data to identify student progress.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to OORS reports, Middle School 181 has identified decreasing the amount of student suspensions as a need in the 2015-2016 school year. In the 2014-2015 school year, there was an increase in the amount of Level 3 incidents that resulted in principal and superintendent suspensions.

Strengths:

Pablo Casals MS 181 strives to celebrate each child through various events throughout the year in order to encourage and recognize appropriate behavior. The principal, Chris Warnock and the other school leaders firmly believe that exceptional behavior should be recognized and additional measures should be put into place that support those students with behavioral issues. We are vested in supplying students in need with tools and resources rather than only punitive measures. Thus, Middle School 181 has implemented programs such as “Caught Doing Good” and “Excellence Challenges”.

Needs:

According to OORS reports, Middle School 181 has identified decreasing the amount of student suspensions as a need in the 2015-2016 school year. In the 2014-2015 school year, there was an increase in the amount of Level 3 incidents that resulted in principal and superintendent suspensions.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the administrative team will further infuse a de-escalation system within the school that includes Positive Behavioral Interventions and Supports (PBIS), peer mentoring, preventive measures and various student celebrations in all grades to decrease the amount of principal and superintendent suspensions by 5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Refine and implement a PBIS system to motivate positive student behavior that will include peer-mentoring, celebrations.	All grade 6-8 students	September 2015-June 2016	Principal, Assistant Principal, Deans and all Teachers
Assistant principal will increase training of deans, revise roles and employ preventative measures to deter student behavior issues rather than focusing on reaction.	Deans	September 2015-June 2016	Principal, Assistant Principal
Assistant Principals will create various behavior management professional development opportunities for teachers in need.	Identified Teachers in Need	September 2015-June 2016	Assistant Principal, mentor teachers
Assistant Principals and deans will conduct professional learning for teachers on ways to incorporate social emotional learning with students with disabilities and ELL's.	Students with disabilities, ELL Students	September 2015-June 2016	Assistant Principal, Deans, ESL teacher, Special Education teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Principal will allocate funding for celebrations. 2. Professional learning time will be used for providing teachers with strategies and best practices in behavior management. 3. Professional learning time will be utilized for training of deans. 4. Time will be scheduled for peer mentoring.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Assistant Principal and deans will analyze and monitor OORS reports on a monthly basis to identify further preventive measures.
- Assistant principal and deans will meet in weekly cabinet meetings to discuss behavioral trends, student issues and parental concerns in order to employ preventative measures.
- Assistant Principals and deans will monitor peer-mentoring sessions and conduct student interviews and surveys to determine effectiveness.
- Principal and assistant principals will analyze Advance reports on a monthly basis to identify teachers will developing or ineffective ratings in Domain 2 in order to develop individualized action plans for teachers in need.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As stated during the 2014-2015 Quality Review, Teacher Teams should include a more defined inquiry structure in which teachers are employing strategies to overcome a barrier to teaching or learning. School leaders have identified that the alignment from Professional Learning to Teacher Teams should include a system in which teachers use data protocols to identify the impact that practices and strategies have on student learning.

Strengths:

Middle School 181 leaders have developed a 5-week Professional Learning Cycle that aligns to the intended goals and outcomes of all Teacher Team meetings. School leaders have included multiple opportunities for pedagogues to learn new strategies and practices, share currently used best practices, and participate in “learning walks”. The 5-week cycle also includes a designated time for content teachers on the same grade level to collaboratively analyze student work and inform instruction.

Needs:

As stated during the 2014-2015 Quality Review, Teacher Teams should include a more defined inquiry structure in which teachers are employing strategies to overcome a barrier to teaching or learning. School leaders have identified that the alignment from Professional Learning to Teacher Teams should include an identified system in which teachers use data protocols to identify the impact that pedagogical practices and strategies have on student learning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will participate in professional learning that will focus on increasing opportunities for all students to think critically and identify checks for understanding within instruction. Professional learning will include opportunities for teachers to collaborate, share best practices, develop and implement next steps based upon student data. Teachers will track the impact of their work using a systemic approach and present their finding to colleagues that will result in an increase in overall Advance rating score.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Revision of protocols for teacher team meetings to include developing interventions, tracking student progress and presenting findings.	All pedagogues	September 2015-June 2016	Principal and Assistant Principals
Assistant principals will continue to implement a 5-week PLO cycle that provides teachers with research-based strategies, opportunities to collaborate and analyze student work in order to inform instructional practices.	All pedagogues	September 2015-June 2016	Assistant Principals
Teachers will plan learning activities that align to A.C.T.I.V.E. and the Danielson Framework for Teaching.	All pedagogues	September 2015-June 2016	Principal and Assistant Principals
Clear, specific and timely feedback will occur between department leaders and teachers. Principal and assistant principals will maintain an “open door” policy for pedagogues seeking feedback.	All pedagogues	September 2015-June 2016	Principal and Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Professional Learning will be scheduled for each Monday. 2. Teacher Team meetings will be scheduled for each Tuesday. 3. Principal will allocate funding											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. The impact of Professional Learning Opportunities will be determined using a feedback document at the end of every 5-week cycle.
 2. Teacher Teams meetings will be observed, minutes taken and a log completed by each team and emailed to the department leaders.
 3. Assistant principals when collecting unit plans, lesson plans and logs will use reciprocal communication. Assistant principals will provide comments and questions to each document.
 4. Teacher Teams will present findings of their research and implementation a minimum of two times per year.
- Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After reviewing State test results, formative and summative department and teacher made assessments and student tasks and through observations and an analysis of curriculum plans, school leaders have deemed that identifying barriers to teaching and learning and implementing findings are crucial to the success of Pablo Casals 181.

Strengths:

Principal Chris Warnock and the administrators of 181, use Advance for the purpose of identifying needs that range from individual to whole school. Advance is used not as a “gotcha tool” but to instead inform school leaders regarding areas of focus to improve upon instructional practice and strategies to increase learning. The school leaders of 181 are vested in identifying these barriers to success and providing necessary support and resources to ensure that each individual teacher has the tools and knowledge necessary in being successful pedagogues.

Middle School 181 pedagogues have participated in many inquiry team focus groups. These teams have resulted in the revisions and at times overhauls of the curriculum, an increased focus on the needs of Special Education students and ensuring a balance of literary and informational text. The leaders of 181 are dedicated to continuing the collaborative endeavors that have resulted increased ownership and leadership capacity amongst staff.

Needs:

After reviewing State test results, formative and summative department and teacher made assessments and student tasks and through observations and an analysis of curriculum plans, school leaders have deemed that identifying barriers to teaching and learning and implementing findings are crucial to the success of Pablo Casals 181.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, each school leader will craft a variety of inquiry teams focusing on identifying innovative practices, resources and programs that will lead to an increase in the level of teaching and learning at Middle School 181. Thus resulting in an increase in student achievement on the NYS state ELA and Math exams by 5%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School leaders to identify barriers to instruction and learning by conducting multiple observations, student and teacher interviews and participation in Teacher Team meetings.</p>	<p>All pedagogues</p>	<p>September 2015 – June 2016</p>	<p>Principal and Assistant Principals</p>
<p>Special consideration will be given to students with disabilities and ELL’s within the focus of each inquiry.</p>	<p>Students with special needs, ELL students, Special Education teachers and ESL teacher</p>	<p>October 2015 – May 2016</p>	<p>Principal and Assistant Principals</p>
<p>Pedagogues and school leaders will develop new practices and identify effective resources to be used.</p>	<p>All pedagogues</p>	<p>October 2015 – May 2016</p>	<p>Principal and Assistant Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Per-session funds for teachers will participate in after school or before school inquiry meetings. • Professional Learning Time to share research based best practices with 181 staff. • Funding necessary for allocating identified resources that are deemed effective as a result of inquiry. • Professional Learning / Teacher Team time designated for staff development on technology or curriculum purchases. 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Attendance and inquiry minutes will be taken at each meeting.
- 2 . Unit plans will be collected, analyzed and feedback provided to identify if inquiry findings are being implemented.
3. Observations will be conducted to determine if findings of inquiry are implemented and if necessary additional professional learning must take place .

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As noted during the 2014-2015 Quality Review, despite increasing the amount of PA events and school communication, Pablo Casals MS 181 struggles to increase the amount of parental involvement within the school. The school leaders and the parent’s Association are struggling to increase the amount of involvement and awareness that parents have regarding the child’s education.

Strengths:

Principal Warnock has strived to create “clear expectations” for students, parents and guardians. The school has adopted an online homework site called Weebly. Parents can track student progress and react in a timely manner by using our online grade book, Teacherease. In addition, the school uses My School Info app to provide parents with timely information regarding events, special notifications and parent nights. Lastly, MS 181 uses a Robo call system to inform parents if their child is late or absent and to provide important information.

Need:

As noted during the 2014-2015 Quality Review, despite increasing the amount of PA events and school communication, Pablo Casals MS 181 struggles to increase the amount of parental involvement within the school. The school leaders and the Parent’s Association are struggling to increase the amount of parents that attend events, support student endeavors, and involvement and awareness of academic expectations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will include a clear expectations page on their homework websites to ensure that parents have increased opportunities to assist their children in the content areas. In addition, all teachers will post grades onto an online grade book and continue to use an App to increase parental awareness of events. This will increase in a 10% increase of parental involvement in the Parent’s Association monthly meetings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Atlas Rubicon will be used to foster collaborative planning amongst teachers. Through the use of Atlas Rubicon, teachers will develop unit plans and thus create clear expectations for each unit.</p>	<p>All pedagogues</p>	<p>September 2015-June 2016</p>	<p>Principal and Assistant Principal</p>
<p>Teachers will include links, supports, videos and additional resources to support parental involvement in course requirements.</p>	<p>All pedagogues</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principals</p>
<p>School leaders will increase the amount of student showcases of learning and parental involvement nights.</p>	<p>Parents/Guardians</p>	<p>September 2015-June 2016</p>	<p>Principal and Assistant Principals</p>
<p>School leaders will use an App, Robo-call system and memos to provide parents with timely information regarding school wide events and meetings.</p>	<p>Parents/Guardians</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals and Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Funding will be used to acquire Atlas Rubicon. • Professional Learning time will be utilized to turn key Atlas Rubicon. 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>

1. Assistant Principals will monitor collaborative planning through Atlas Rubicon.
2. Assistant Principals will use apply systemic monthly to monitoring of teacher input on an online grade book.
3. Assistant Principals will use reciprocal communication to suggest additional supports on teacher's "clear expectations" pages.
4. Principal and Assistant principals will have revised responsibilities to ensure that one person is directly responsible for identified responsibilities and that all are met in a timely fashion.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students that received a 1 or 2 on the NYS ELA exam.	Wilson, guided reading, Rewards, Word Gen, Raz-Kids, i-Ready, My On Reading	Small group, one –to –one, online home component	During school day, after school, Saturday
Mathematics	Students that received a 1 or 2 on the NYS Math exam.	Skills based instruction aligned to CCLS Online Interventions; i- Ready, Khan Academy, Study Island	Small group, one –to –one, online home component	During school day, after school, Saturday
Science	Students that received a 1 or 2 on the NYS ELA or Math exam.	Skills based instruction aligned with ELA and Science concepts integrating Common Core Reading and Writing Standards	Small group, one –to –one, online home component	During school day, after school, Saturday
Social Studies	Students that received a 1 or 2 on the NYS ELA exam.	Skills based instruction aligned with ELA and Social Studies concepts integrating Common Core Reading and Writing Standards	Small group, one –to –one, online home component	During school day, after school, Saturday

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As needed or identified by student's IEP	E.R.S.S. – Educationally Related Support Services Crisis Intervention SAPIS	One-to-one, small group	During the school day
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All pedagogues participate in a 5-week cycle of professional learning that is designed around the school's 2014-2015</p> <p>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.</p> <p>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.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

Four Title 1 teaches will provide in class supports to struggling students in preparation of meeting state standards.

3b. 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 2015-2016 school year.

Part 4: SWP Schools Only

4a. 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

4b. 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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	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> , section references where a related program activity has been described in this plan.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	558,799.00	X	15, 17, 19
Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	0	N/A	N/A
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	5,564,801.00	X	12,15,18,19,20,21

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 181
School Name Pablo Casals		

B. Language Allocation Policy Team Composition

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

Principal Christopher Warnock	Assistant Principal Jennifer Kirrane
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area Veronica Groffel, Literacy	Parent Lisa Grant Lynch
Teacher/Subject Area	Parent Coordinator Peggy Allicock
Related-Service Provider Adam Wiles	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) Nelson Medina, Asst. Principal

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	908	Total number of ELLs	26	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	7
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	0

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	13			13						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New 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							11	7	2					0
Chinese														0
Russian														0
Bengali														0
Urdu							1							0
Arabic								1	1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1	2	2					0
Emerging (Low Intermediate)							1	1						0
Transitioning (High Intermediate)							3		1					0
Expanding (Advanced)							9	5						0
Commanding (Proficient)							3	1	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	9	7			0
6	7				0
7	3				0
8					0
NYSAA		2	1		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5	11		3		1		1		0
6	5	2	2						0
7	2	1							0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)	1		2						0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 NYSITELL and NYSESLAT to also help determine the students' strengths and weaknesses. For those spanish speaking students, we analyze the results from the Spanish LAB, as well. We have learned from reviewing 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. The majority of our ELL students received a score of a 1 or 2 on last years ELA and math exams. This data shows us that those students need to work on of literacy foundation skills, while still receiving extra assistance with their current classwork aligned to the common core.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 At MS 181 we have found that our ELL population consistantly do better on the listening/ speaking section of the NYSITELL and NYSESLAT across proficiency levels and grades.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 MS 181 uses the information about AMAO to drive instruction geared toward the needs of our students. The data reveals that the ENL students at our school have consistently shown growth compared to previous years. Consistently, we have found that the listening/speaking section on the NYSESLAT and NYSITELL are higher in our school than the reading/ writing modality. Therefore a focus on improving our ELL students reading/ writing skill are a priority. Buidling reading/ writing skills is stressed due to the profiency levels on all grades. Skills involving main idea, context clues, cause and effect and inferencing are addressed in reading. Emphasis in writing is placed on vocabulary usage and building, grammer, sentence structure, organizing paragraphs, and editing. Differentiation is used in ENL class as well as the students main classroom settings in order to better serve the students' needs. The ENL teacher intergrates multiple subjects when ever possible during ENL time in order to target improving reading/ writing skills in content areas.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]

MS 181 takes into account the following considerations when determining what additional supports ELL student need: 1. number of years of instruction, in a Bilingual/ ENL program 2. English and home-language literacy, content area and socio-emotional support of SIFE students, English and home language literacy needs of long-term ELLs, results on the NYSESLAT exams, ENL teacher recommendation, content area teacher recommendation, parent/guardian request, student work samples in English and if possible, home language, Bilingual educational evaluation, if the student has/ is suspected to have a disability.

6. How do you make sure that a student's new 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 ENL teacher and classroom teachers work closely together to determine the needs of the individual student and the ENL teacher assists the content area teachers with ideas to help plan lessons that have ENL methodologies infused within them. The students' most recent NYSESLAT scores (NYSITELL for new admits), ELA and Math state test scores, as well as classroom work, exams, portfolios and teacher observations are taken into consideration when creating an instructional plan for the student.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A MS 181 does not have a dual language program.

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

When evaluating the success of the ENL program at MS 181, the NYSESLAT/NYSITELL, ELA and Math exam 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 ENL 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 (entering, emerging, transitioning, expanding, and commanding). 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. Traditionally, the ELL population at 181 has met the promotional criteria at all grade levels.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, *ELL Identification* section.

Upon arriving at the office to register, the Home Language Identification survey (HLIS) is given to the parents of newly admitted students to fill out in their home language by a licensed teacher or Mr. Warnock, our school's principal. Assistance is offered to the parent, explaining the Home Language Survey and how to fill it out. An interpreter is used when needed to fill out the HLIS. The HLIS is given to the ENL teacher in order to determine if the student is eligible to take the NYSITELL and subsequently eligible for ENL services. The ENL teacher is also the person that conducts an oral interview with the student. A translator is brought in to help interview

any 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 ENL teacher collects the HILS from parents and determines that a language other than English is spoken at the child's home, the ENL teachers administers the New York State Identification Test for English Language Learners (NYSITELL) to that child within ten days of enrollment. The ENL teacher is a NYS certified TESOL teacher. 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 NYSITELL is administered by our ENL teacher, entitled Spanish speaking students also take the Spanish LAB. The ENL teacher will prepare students for the NYSESLAT exams they take in the Spring and will differentiate instruction based on proficiency levels. The above description is completed within the first 10 days of school.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Currently, MS 181 does not have any SIFE students. In the event that we do have a SIFE student (s), starting in the 2015 school year, MS 181 will be using LENS (Literacy Evaluation for Newcomer SIFE) as a tool to evaluate SIFE status in our students after the SIFE oral interview questionnaire is administered.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Language Proficiency Team will determine NYSITELL eligibility for students coming into MS 181 with IEP's (from other states, within the United States.) The team will be comprised of a school/district administrator (Jonas Rousseau) a certified TESOL teacher (Melissa Lonquich) the IEP and compliance coordinator (Adam Wiles) and the student's parent/guardian. If the LPT team recommends the student take the NYSITELL, the student will take it to determine their ELL status. If the LPT team recommends that the student not take the NYSITELL, the LPT's recommendation is sent to the principal for review. Upon review, if the principal determines a student should be tested, the student will be given the NYSITELL. If the principal determines that the student should not take the NYSITELL, his determination is sent to the Superintendent or designee for review. The parent/ guardian is notified within three days of the decision.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL teacher ensures that all entitlement and non-entitlement parent notification letters are distributed to the parents in their home language within five school days. This is after the NYSITELL is scanned and a score is determined.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents at MS181 will be informed during parent orientation, that they have the right to appeal the ELL status of a newly admitted or readmitted student within 45 days of enrollment/re-enrollment. In the event that a parent/guardian does not attend parent orientation, every attempt will be made to reach out to the parent via email, phone, and written letters, to ensure that the parent is informed of their right to appeal their child's ELL status.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents of new ELL students are invited to the school for a parent orientation within the first 10 days after the student enrolls in our school. This is offered throughout the year as new ELL students arrive. The ENL teacher and parent coordinator conducts this orientation. The parents are made aware of the different programs offered to ELL students shown through the EPIC video that explains the difference between the three choices for their child (transitional bi-lingual programs, ENL 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 make them aware of other options that are available for them and their child(ren). For parents that speak 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

During parent orientation our ENL teacher distributes entitlement letters to parents, parent surveys, and program selection forms are collected. If extra time is needed for the parent to take home the parent survey and program selection form. The ENL teacher follows up with the parent via phone call to collect the returned forms. If a new form is needed, the ENL teacher sends another form home with the student. Due to the small number of ELL students we have at MS 181, the ENL teacher is able to personalize the orientation and schedule a time to meet the parent that is convenient to them.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Due to the small population at MS 181, the ENL teacher is to closely monitor all forms/letters that are distributed to parents and need to be returned. All efforts are made to ensure 100% compliance with return of the forms via phone calls, emails, letters home, and/or mail.

9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL teacher at MS 181 distributes all parent notification letters, in the parent's preferred language, in a timely fashion and a copy is kept within the school.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All original documentation is held within the office in the student's cumulative records. Additionally, all documentation is stored in a central location that includes all compliance information for our ELL students.
11. 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 exam by supplementing all lessons with the knowledge they need to increase their chances of doing well. A list is created of non-IEP students and IEP students. The students with IEP's will take the NYSESLAT with their test modifications in place. 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 scheduled individually. Sessions one two and three are scheduled 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL teacher at MS181 distributes all continued entitlement and transitional support parent notification letters, in the parent's preferred language, in a timely fashion and a copy is kept within the school.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The vast majority of ELL students at MS 181 come to our school already in an ENL 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 ELL student, the parents consistently choose to have their child(ren) placed in our ENL program, after being exposed to the three program choices via the new ELL Parent Orientation. MS 181 currently only offers an ENL program. 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
At MS 181, the organizational models we use for ENL instruction is both the pull-out and push-in models (stand alone and integrated ENL.) The number of minutes required as per the CR part 154.2 for ELL students based on proficiency level are always met. All effort is made to have the teacher push in/integrated as much as possible, when not feasible the teacher will pull-out/use a stand alone model, to customize the lesson for the ELL student in a pull-out class to meet the mandated minutes. The students that are serviced via a push-in/integrated method, traditionally are homogenously grouped in the same grade/class. The students that are sericed via pull-out/stand alone model are normally heterogenously grouped. The ENL teacher works collaboratively with the classroom teachers to support the ELL students. Classroom teachers conference regularly with the ENL teacher to learn ENL strategies to assist the ELL student in their classrooms. The ENL teacher supports the ELL students with scaffolding and use of manipulatives, expressive language, and total body response when delievering 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. The ENL teacher at our school is dual certified in TESOL and childhood education.

b. TBE program. *If applicable.*

MS 181 currently does not a TBE program.

c. DL program. *If applicable.*

MS 181 currently does not have a DL program.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The only language of instruction at MS 181 is English. Our program model of ENL receives the following services: entering, and emerging students receive a minimum of 360 minutes of instruction per week. The transitioning, and expanding students receive 180 minutes of instruction per week. The students that are at the commanding level receive 90 minutes of services per week to ensure that their academic progress is on track. All students at MS 181 receive a minimum of 8 periods of ELA in the regular education classrooms and 10 periods of ELA in special education classrooms.

3. Describe how core content is delivered in each program model. 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 delivered in English. The students attend content area classes and the ENL teacher reviews what was taught in class by going over the material and especially addressing vocabulary needs. The ENL teacher paraphrases the text books for better understanding. Both English and content areas are addressed using ENL 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 ENL 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. The ENL teacher is dually certified in both TESOL and childhood education so is able to deliver content area instruction for our 6th graders.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 use bilingual glossaries when taking any exam. The quarterly exams are translated for the students that need translation by a bilingual paraprofessional who sits with them during the exam. Spanish LAB is initially given to students that speak Spanish after the NYSITELL is given.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All lessons that the ENL teacher creates incorporate 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 on how to do so from the ENL 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 NYSESLAT and NYSITELL data as well as NYS state exams in core areas also allow us to track student progress.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. Sife students will be evaluated initially by the NYSITELL scores, interview, student work samples, and/ or the use of LENS and a plan is then 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, 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 ENL 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, inferences, etc. are introduced. All our students are encouraged to sign up and attend after school programs for enrichment, our ELL students are part of this. We strive to create confident students who value school and value themselves as learners. We organize the classroom to ensure that conversation between peers develop 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 ENL teacher works closely with the classroom teachers to incorporate topics learned in class. Language support is provided for these students in the ENL 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 commanding on the NYSESLAT. The ENL teacher will provide 90 minutes of services for the next two years in order to ensure they continue to stay on track. The ENL teacher is available on her professional periods to assist teachers and former ESL students when needed. The ENL 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Pa

The students at MS 181 that may be re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment will be carefully monitored to ensure that the student's academic success has not been adversely affected by the re-identification. Student success will be monitored by teacher observations, student work samples, quizzes, unit tests taken in class, projects, and department assessments.

8. 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 IEP's. Students are also part of the ENL pull-out/ push-in program, receiving services in accordance with their NYSESLAT/ NYSITELL test results and their IEPs. This approach is the most individualized.

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

The majority of the ENL periods are scheduled during the students' arts periods 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 a 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's facilities such as the cafeteria, library, and yard.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

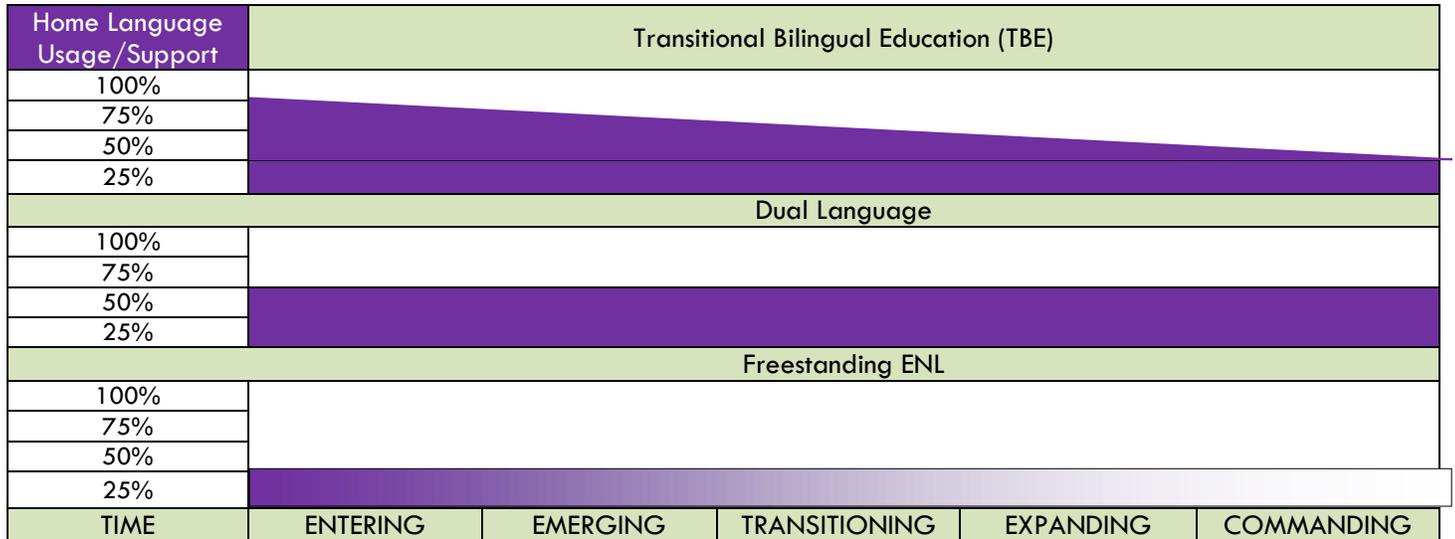


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ENL students who, based on their NYS Math and ELA exam scores, whom are identified as in need of assistance, are encouraged to attend After-School and Saturday Academy support services. In addition, these students are encouraged to attend the DEFOY program, that will provide homework assistance to the students as well as support for all core subjects (Math, ELA, Science, and Social Studies). After school instructional programs are staffed by certified content area teachers. Peer tutoring is also offered during the student's lunch time for additional help. Special after school and weekend programs also address the needs of our students in relation to taking the state tests. Incentive programs are offered by the classroom teachers and administration 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.
11. 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 ENL program at MS 181, the NYSESLAT/NYSITELL 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 ENL teacher knows that the returning ELL students will require further instruction to improve the area of reading/writing and prepares materials to support those skills by levels attained (entering, emerging, transitioning, expanding, and commanding). 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 also 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 ENL strategies, such as paraphrasing and scaffolding in a manner that the students better understand.
12. What new programs or improvements will be considered for the upcoming school year?
This upcoming school year, MS 181 will add the "Word by Word" language program that contains a Spanish/English picture dictionary that goes along with workbooks in: literacy, beginning vocabulary and life-skills, in order to better increase language acquisition skills.
13. What programs/services for ELLs will be discontinued and why?
No services for ELL students will be discontinued this year.
14. 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 and all academic, athletic and social programs that are offered during and after the school day. They are encouraged to participate in DEFOY (an afterschool program that supports academic enrichment and supports social skills building). The students are encouraged to participate in the culinary program that we have available as well.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
At MS 181, the ELA department used code X to support the common core curriculum. These units support the four modalities of the NYSESLAT as well as assist with ELA development. The math department uses CMP3 for their program. To support the students' ELA, math, and content area skills, computer programs are used by the student, individually, each working at their own level. Smartboards are used in classrooms to support all students as a way to add visualization to their lessons. Class sets of laptops are available for use, as well as access to the technology rooms when needed. Rosetta stone has recently been added as a way to add technology to the ENL program.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
At MS 181 there is no TBE and Dual Language programs. For the ENL 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 native language glossaries are available to the students as well as material in the content areas.
17. Explain how the school ensures all required services/resources support and 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

There are no formal activities during the summer for newly enrolled ELL students, however, there is a back to school night for each grade during the start of the school year where all students and parents are welcome, including ELL's. All ELL students are encouraged to take advantage of all the activities the school has to offer, both academic, athletic, and social. ELL's have the choice to become involved in any and all activities offered at the school .

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

There is currently no dual language program offered at MS 181.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

At the professional development sessions offered by the office of ELLs and other sources, all strategies are now aligned to meet the challenges of the ELL student with the common core in mind. Such professional development sessions include topics such as the use of sheltered instruction (SIOP model), total physical response, the use of graphic organizers to assist ELL students, vocabulary development, re-wording instructions by breaking them down into more simple parts, the use of audio/ visual aids, and dramatization/ reader's theatre. These learning opportunities will equip teachers with the tools they need to deliver common core aligned instruction to their students.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselors at the school are there to assist any new 6th graders when they have trouble adjusting to middle school. They also speak to the students about their high school choices and what to expect in high school as they get ready to transition. They conduct meetings with the parents to help them with the transition as well.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The ENL teacher meets with the subject area teachers at the beginning of and throughout the school year to recommend strategies to use with the ELLs in the classroom environment . As the student becomes more fluent in English, the ENL and classroom teachers meet periodically to reassess the level of performance that the student should be able to achieve successfully. The ENL teacher attends professional developments and turn keys the information to all teachers of ELLs and pertinent staff members. Such professional development sessions include topics such as the use of sheltered instruction (SIOP model), total physical response, the use of graphic organizers to assist ELL students, vocabulary development, re-wording instructions by breaking them down into more simple parts, the use of audio/ visual aids, and dramatization/ reader's theatre. The records of professional development are maintained in the ENL compliance binder, located in the ENL teacher's office. Teachers on an individual level, maintain their own professional record that includes any PD they have regarding ELL achievement/growth. Professional Development Agendas are kept in the ENL Compliance Binder.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

1. MS 181 provides annual individual meetings with the parents of ELLs to discuss the goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas by calling parents during the parent engagement time to set up a meeting time with the ENL teacher. All efforts will be made to accommodate the parent's schedule. Phone conferences will be given if parents are not able to come during school time. For the Spanish speaking parents, there are staff members available in the building to assist with translation and interpretation as needed. For all other language the translation and interpretation unit hotline is available for over the phone interpretation through the NYCDOE will be used. In addition, parents of new ELL students will be invited to orientation with the ENL teacher and Parent-coordinator. All parents are invited to the four scheduled PT conferences for the school year.

2. A record of all parent contact including in person meeting, attendance at parent teacher conference, phone calls, and letters are kept in the ENL Compliance Binder, which is located in the ENL teacher's office.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents of all ELL students are encouraged to join the PA which meets monthly. During the school year these parents are invited to join in 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. The parent coordinator plays an important roll to the success of the PA and any parental involvement within our school. She serves as the liason between the home and school community.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
At this time we do not have any school partnerships with other agencies or Community Based Organizations.

5. How do you evaluate the needs of the parents?

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.

6. How do your parental involvement activities address the needs of the parents?

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.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight 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. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Chris Warnock	Principal		
Jennifer Kirrane	Assistant Principal		
	Parent Coordinator		
Melissa Lonquich	ENL/Bilingual Teacher		
Lisa Grant Lynch	Parent		
Veronica Groffel	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Nelson Medina	Other <u>Assistant Principal</u>		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11X181** School Name: **Pablo Casals Middle School 181**
Superintendent: **Ma**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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 letters 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

We have found that there are relatively few parents who require written/ oral translations. 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 (Spanish has been the only languages needed in the past.) Spanish can be translated for parents using staff members that the school has, as well as the assistant principal Mr. Nelson Medina.If

the need arises for translations in other languages, we would reach out to the Translation and Interpretation Unit.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Most critical documents are given to the student to take home to the family at the start of the school year (such as school handbooks, calendars, important announcements i regards to testing, programs, curriculum, etc). Throughout the school year we continue to distribute important information translated when the need arises. Those documents come in Spanish and can be translated to other languages as well if required. We find that our parents usually rather documents in English.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent/ teacher conferences are held 4 times a year- (September, November, March and May.)ELL parents will be invited in for new student orientation, as well as a yearly meeting in reference to the students' progress. The first parent/ teacher conference is usually a back to school night to introduce the parents to their child's teachers, tour the building and review curriculum. Throughout the year there are parent workshops held that all parents are invited too, including parents of ELL's. All parents are invited to join the PA and/ or attend the PA meetings, including parents of ELL's. The students' teachers keep in communication with the parents informally through planned meetings, phone calls, letters and emails. Interpreters/ translators are used when needed.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Many official documents that go out are available through the DOE website in different languages. When not available, the school uses in-house staff that can translate the documents to send home to the students, and well as google translate for informal letters home.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

MS 181 staff are made aware of the number to call for over the phone interpretation services. However, most staff members choose to be assisted with interpretation by the bi-lingual staff members we have available on the school level.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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, which 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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents have a welcoming and open dialogue with the teachers, administrators, and parent coordinator and usually feel comfortable sharing their feedback on all things school related through PA meetings, letters, or visits/ meetings with the school. The can happen at any time throughout the school year as well as during scheduled meetings and conferences. At MS 181 the parent survey is encouraged to be filled out to inform the school of any adjustments the parents feel we might need to make.