Department of Education

THE SCHOOL OF INTEGRATED LEARNING
MS 354

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (17 K354)
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 354 **SCHOOL NAME:** The School of Integrated Learning

SCHOOL ADDRESS: 1224 Park Place, Brooklyn , NY 11213

SCHOOL TELEPHONE: (718)774-0362 **FAX:** (718)774-0521

SCHOOL CONTACT PERSON: Monique Campbell **EMAIL ADDRESS:** Mcampbell3@ schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Betty Nieves
PRINCIPAL:	Monique Campbell
UFT CHAPTER LEADER:	Betty Nieves
PARENTS' ASSOCIATION PRESIDENT:	Kenneth Wright
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** CFN602

NETWORK LEADER: Julia Bove

SUPERINTENDENT: Rhonda Hurdle-Taylor

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Monique Campbell	*Principal or Designee	
Betty Nieves	*UFT Chapter Chairperson or Designee	
Kenneth Wright	*PA/PTA President or Designated Co-President	
	Title I Parent Representative *(suggested, for Title I schools)*	
Gwen Grant	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Keisha Ramrattan	Member/	
Kimani Smith	Member/	
Jachita Henderson	Member/	
Martha Edwards	Member/	
Alma Davis	Member/	
Sheryl Ann Welch	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Vision: *My vision for The School of Integrated Learning is to form a "**Professional Learning Community**" where as a "**team**" we are able to do "**whatever it takes**" to ensure **academic and emotional success for our students and all members of our school community.***

Mission: We at The School of Integrated Learning guide our community individually and collectively towards success by making good choices that address academic needs and enhance social development, while awakening and nurturing interests and talents.

The School of Integrated Learning, as its name implies, makes its name a "living" epitaph by integrating curriculum as much as possible. The spirit of integration is carried into the effort to immerse the arts into the school's programs. Students are also encouraged to live the school's mission statement. Assemblies, motivational speeches, disciplinary conferences, and conversations are usually framed in terms of "making right choices"—key to the mission statement. As a result, discipline and conversations with students at MS 354 have a common language.

Some highlights of the school's processes and practices

Integrated Curriculum supported by technology, the arts and intelligences

We place strong emphasis on the integration of subjects and have devised several curriculum integration initiatives which push "the integrated approach to learning." This approach allows students to see the world holistically and make connections across subject areas. Our Integrated Curriculum day is a special time once a week where the entire school is engaged in the study of different topics: music, health and wellness, the environment and money.

In addition to the academic curriculum, we also have a social curriculum with includes clubs such as cooking, dance. We partner with organizations like NY Cares, the major's service projects, the police youth organization for their **G.R.E.A.T. Program** (Gang Resistance Education and Training) We have afterschool programs which train student to lead in technology and sports -S.W.A.T.(tech training), Track Team, Basketball, and touch football. Each year students have been able to work on and develop their talents and interests in these areas.

An exciting new Language Arts curriculum was introduced in October of 2010. Springboard, will prepare students for college and career readiness providing them with the skills and knowledge that will be required for success in AP classes and college. It addresses all modalities and encourages rich discussions of concepts such as heroism, choices, challenges and changes through text and film and application of those concepts. The program is designed to develop critical thinking skills and is supported by an instructional framework built on the concept of designing with the end in mind. The instruction is strategic, and the purposeful learning

activities are rigorous, engaging, interactive and collaborative. There is ongoing assessment that is both formative and summative and at any given time the teacher has a snapshot of where the students are in their learning.

We focus on preparing students to successfully compete in the Global Economy using 21st century skills. This is evident in many classrooms where the use of web-based learning with COWS (Computers on Wheels) and use of the smart boards and document cameras are integrated in the everyday pedagogy. In addition, we are currently embarking on the inclusion of a mobile science lab. In ELA and Math, intensive use of software and interactive web-sites such as Study Island.com, Brainpop.com, funbrain.com, Mr. Donn.org which has helped both teachers and students.

In fostering the school's vision and mission we have facilitated data- driven teacher collaboration and capacity building to improve student achievement by using the services of a data specialist to support staff in understanding and delivering data-driven instruction.

We have openly established rules and set parameters for students and teachers to help students make good choices; subgroups are being targeted for strategic interventions that will help to close the achievement gap. We have revved up our efforts to involve and communicate with. We have begun a partnership with New York City College of Technology to offer a program to our current 8th graders. Students participate in a rigorous academic Saturday program at City College. We have also partnered with Medgar Evers College and are now benefitting from their interns.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)
Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The School of Integrated Learning				
District:	17	**DBN #:**	17K354	**School BEDS Code:**	331700010354

DEMOGRAPHICS									
Grades Served in 2009-10:	☐ Pre-K	☐ K	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☒ 6	☒ 7
	☒ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ Ungraded			

Enrollment:				**Attendance:** *% of days students attended**			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K					90.3	91.1	91.3
Kindergarten							
Grade 1				**Student Stability:** *% of Enrollment*			
Grade 2				(As of June 30)	2007-08	2008-09	2009-10
Grade 3					88.0	91.9	90.9
Grade 4							
Grade 5				**Poverty Rate:** *% of Enrollment*			
69	69	73	84	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	73	77	87		83.1	91.9	97.4
Grade 8	106	81	82				
Grade 9				**Students in Temporary Housing:** *Total Number*			
Grade 10				(As of June 30)	2007-08	2008-09	2009-10
Grade 11					3	12	11
Grade 12							
Ungraded				**Recent Immigrants:** *Total Number*			
				(As of October 31)	2007-08	2008-09	2009-10
Total	248	232	254		5	4	0
Special Education Enrollment:				**Suspensions:** *(OSYD Reporting) – Total Number*			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	31	31	34				

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	17	15	20	Principal Suspensions	18	17	17
Number all others	158	20	19	Superintendent Suspensions	18	13	18
These students are included in the enrollment information above.							
English Language Learners (ELL) Enrollment:				**Special High School Programs:** Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	18	14	20	**Number of Staff:** *Includes all full-time staff*			
# ELLs with IEPs	0	5	TBD	(As of October 31)	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.				Number of Teachers	26	24	29
				Number of Administrators and Other Professionals	4	5	6
Overage Students: *# entering students overage for grade*							
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	4
	7	5	21				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100%	100%	96.2%
American Indian or Alaska Native	0	0	0.8	Percent more than two years teaching in this school	23.1	33.3	51.7
Black or African American	85.9	87.1	89.0	Percent more than five years teaching anywhere	46.2	54.2	55.2
Hispanic or Latino	12.1.	11.6	8.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.4	0.4	Percent Masters Degree or higher	58.0	83.0	82.8
White	1.6	0.4	1.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.6	100	94.7
Multi-racial							
Male	52.4	51.7	55.5				
Female	47.6	48.3	44.5				

2009-10 TITLE I STATUS				
☒ **Title I School wide Program (SWP)**	☐ **Title I Targeted Assistance**		☐ **Non-Title I**	
Years the School Received Title I Part A Funding:	☒ **2006-07**	☒ **2007-08**	☒ **2008-09**	☒ **2009-10**

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY		
SURR School: Yes ☐ No ☒	**If yes, area(s) of SURR identification:**	
Designated as a Persistently Lowest-Achieving (PLA) School: Yes ☐ No ☒		

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

Differentiated Accountability Phase (Check ✓)		**Category** (Check ✓)		
		Basic	**Focused**	**Comprehensive**
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	**Elementary/Middle Level** (✓)		**Secondary Level** (✓)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	x	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	Elementary/Middle Level			**Secondary Level**			
Student Groups	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	x				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	√SH	✓	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	4	4	0				

Key: AYP Status

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√SH	Made AYP Using Safe Harbor Target	–	Insufficient Number of Students to Determine AYP Status		
Note: NCLB/SED accountability reports are not available for District 75 schools. *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12. **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf					

CHILDREN FIRST ACCOUNTABILITY SUMMARY				
Progress Report Results – 2009-10			**Quality Review Results – 2008-09**	
Overall Letter Grade	A		**Overall Evaluation:**	NR
Overall Score	75.2		**Quality Statement Scores:**	
Category Scores:			Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.2		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	10.6		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.9		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5		Quality Statement 5: Monitor and Revise	
Note: Progress Report grades are not yet available for District 75 schools.				

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, summarize in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- **What student performance trends can you identify?**
- **What have been the greatest accomplishments over the last couple of years?**
- **What are the most significant aids or barriers to the school's continuous improvement?**

The chief sources of data concerning student performance which we examined were preliminary state test results in math ELA, S.S., Science. We also examined several school-based assessments- quarterly benchmarks, quarterly writing assessments, Developmental reading assessments, SRA corrective reading. We used results from our last Quality Review and 09-10 mock Quality Review, Periodic assessments and Inquiry Team findings. We are including the needs assessment from the mock Quality Review as well as other findings in response to this question.

Looking at the school's demographic and accountability snapshot, the poverty rate, temporary housing students, recent immigrants and suspensions, the percentages are causes of concern. These numbers alert us to the fact that we need to sustain social services to support students who are experiencing transitions related to domiciliation or from the effects of poverty. Additionally we have a relatively high SE population who the preliminary state results indicate have not met promotional criteria.

In examining trends form the school's quarterly Benchmarks there was growth shown in student performance from levels 1 to 2 indicating that the majority of students would meet the target for the 2010 state tests in ELA, Science and Math. The preliminary state results have supported this indication that students have met their target scores. For Science we addressed this problem by offering extended learning time in Science through a partnership with BBCS. Our efforts were rewarded by AYP and also having 13 out of 18 students who took the Earth Science Regents pass. Though we are not partnering with BBCS this year, we are using the network support to continue to present a robust curriculum to students and to ensure that they meet AYP.

The trends also indicate that student's performance show marked deficiency in mechanics and editing in ELA. Writing extended response is still a red flag. Though the percentage of students scoring a 3 or 4 on the school's quarterly writing assessments has increased since the baseline witting in September 09 to the June assessment in 2010, the bulk of students are still writing at level 2 and there are still too many students writing at level 1.

We have made strides in the number of teachers presenting data –driven instruction and the frequency with which these lessons are presented. This has occurred because having conducted a comprehensive needs assessment we had to involve in data-informed decision making and capacity building.

In our last formal Quality Review, the use of data to inform/improve instruction was identified as one of our areas in need of improvement. As a result, we have made concerted efforts in the learning environment to improve that area of weakness. Consequently, a comprehensive approach was developed to include all relevant members of staff in the process. The following steps were taken:

- Every pedagogical staff member was briefed on the relevant use of data for informing our school-wide instructional practices which were aimed at increasing student performance and higher academic achievement. This was especially important to facilitate the differentiation of instruction. A number of professional development sessions were conducted the highlight how the students' data can facilitate classroom instruction.
- These staff members were then asked to identify the kinds of data (hard & soft data) that are used in the classroom to inform their decisions and explain how they were used in their instructional planning
- A common school-wide plan was developed identifying what we can do to improve our current use of data

As a result, a series of internal data review and analyses were conducted by the data specialist in conjunction with a data consultant from learning directions. The process began with a review of students' performance on the NYS Math and ELA Examinations for the last three years as well as their 4th grade Science and 5th Grade Social Studies Examinations. This was geared to identify (1) the total number of students performing at the various academic levels (i.e. # of level 1's, 2's, 3's & 4's), and (2) the students' areas of strengths and weaknesses. These areas of deficiencies and strengths were then recorded and organized in a format for the teachers to use in their planning and delivery of instruction. Specifically for ELA, the DRA assessments and diagnostic writing prompts were administered to identify the current reading levels and writing abilities for ALL students. This was necessary to coordinate the quality and level of instruction and academic support needed for the students.

In addition, the data team conducted a thorough review of the questions used as the contents of the NYS exams looking for recurring patterns and trends with the questions. These questions were then organized in what we called **"baskets"** particularly highlighting the number of questions each student must complete for mastery of the various content areas. This also gave a sense of the minimum level of competency that must be attained by each student to be considered as a passing rate. For each area, a number of sample questions were assigned as reference for the teachers to use as models in their area of instruction.

In an effort to consistently and closely monitor the students' progress in the four major content areas (ELA, Math, and Social Studies & Science), three structured school-wide assessments were strategically scheduled throughout the school year using past NYS exams. The students' data from these assessments were then presented to the teachers via color-coded easily interpreted excel spreadsheets **which are kept in Data binder**. These were then discussed with every teacher (individual basis or departmental) to give suggestions on how they

must use such data for instructional purposes. Moreover, teachers were advised to have one-on-one consultation with each student to discuss their current progress and what they should do to improve on their area of weakness. These data sheets were then displayed in the classrooms in the **"data corner"** as well as a copy placed in the teachers' **data binder.** This information was also organized in a student-friendly format so that the students can always refer to them as they aspire to reach their individual goals.

Included in this series of data analysis is the students' **targeted score** for the current NYS exams which is indicative of 1-year progress for their current grade. These score highlights the students' expected and anticipated performance levels for each exam. In addition, an entire breakdown of the data is presented by grades; sub-groups and gender in order to closely monitor the students' performance and/or progress particularly as an entire school**.**

Having used this coherent approach for the retrieval and sharing of current data across the school, a systemic approach was developed for the use of data particularly for informing our instructional practices to support student achievement. In addition to the regular instruction by the content area classroom teachers, a series of academic intervention structures were developed to support the low performing students as well as to enhance the performance of the more advanced students. This has been one of our most significant aid to progress-systematically examining data.

Another one of our achievements is the integration of technology into classroom instruction. We have procured, through grants, smart boards for all classrooms, document cameras, an upgraded state of the art technology lab and a state of the art, high tech mobile science lab. Using various types of software we are able to provide data driven differentiated instruction to students in need of academic services as well as all other students.

The Integrated Curriculum has been successful. We have every teacher teaming to teach fully integrated interdisciplinary units of curricula every week. Our goal is to continue this project until interdisciplinary teaching is the modus operand of this school.

Examining our hard and soft data for our barriers to progress the indication is that attendance is still an issue. We want to eliminate cutting due to boredom or social problems by continuing to search for and implement rigorous ways of engaging all types of learners, meeting the social-emotional needs of students and involving parents more as partners of leaning. We really want to live our vision to do "whatever it takes to ensure success for all." Attendance impacts on instruction and assessment taxing our resources and capability to offer supports to chronic late-comers absentees or truants.

This leads to another issue we still grapple with- deviant and disruptive behaviors. We have to continue to analyze data concerning the use and effectiveness of the save room. The number of suspensions is still too high. We are noticing that among our most academically challenged are the most disruptive. Continuing to engage students in a more focused way is our goal in order to combat this problem. Consequently we are encapsulating our year's goals to focus on writing processes, student goal-setting, integrating of curriculum and data-driven differentiated instruction.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
Notes: *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.*

1**) Student goal setting**
Students will be involved in the setting of academic and social goals to increase accountability for their own learning.
At least 90% of students will be involved in academic goal setting by June 30, 2011.

2) Data Driven Differentiated Instruction
At least 90% of staff will present high quality data driven differentiated instruction to ensure a variety of student assessment and products in order to improve student performance.

3) Writing
At least 90% of staff will fully participate in the protocols of looking at student work, increasing the level of student writing by using the writing process by June 2010.

4) Integration of curriculum
To continue to integrate all subject areas in a cohesive curriculum which provides a commonality of language, assessment applications and activities for students and which help to build a professional learning community.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area: **Student Goal-setting Goal # 1**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2011 one hundred percent (100%) of students will be involved in academic goal setting using a variety of current data.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Goal setting workshops for teachers which give teachers tools to teach students the art and science of setting SMART goals. • Creation of goal setting templates for whole school use. • Implementation of goals meeting in grades among teachers with student concerned present. • Implementation of case conferencing model as the vehicle for family members to become more directly involved in the gathering of student achievement and other data, e.g. attendance, and to use that data to understand what each student knows and is able to do and to plan learning steps. • Develop a bank of best practices data drive differentiated instruction with timeline and protocols to be implemented by all teachers. • Develop goal setting/case conferencing protocol and format. • PD to provide rationale and how to of case conferencing and goal setting. **Target population**: All students **Responsible staff**: Teachers, paras, administrators, Guidance counselors, Parent Coordinator. **Implementation Timeline:** September – June

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	Resources: Title 1 funds and general school funds to support scheduling and PD
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Weekly meetings Monthly planning sessions Quarterly goal review sessions

Subject/Area (where relevant	Data-driven differentiated instruction Goal # 2

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2011, At least 90% of students will receive high quality data driven differentiated instruction to ensure a variety of student assessment and products. (a) The percentage of General Education students scoring at performance level 1 on standardized assessments in **ELA and Math** will decrease by at least 10 %; and (b) There will be at least an 8% increase in students scoring at performance levels 2 and 3 as evidenced on the NY State ELA and Math Exam.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Use findings from in-depth needs assessment including the work of data specialist and school data team to guide the collection of data to determine best practices aligned to the needs and specifications of students in general and specific subgroups in particular. • Continue study groups, grade meetings, snapshots and walkthroughs- providing immediate feedback to teachers. • Continue to use plan which uses data to fully develop an over arching instructional program which matches students' needs. • Continue to use a professional development plan which supports the needs of teachers in observing, collecting, storing, analyzing, and using data to support instructional strategies which suit different types/levels of students. • Use department and grade meetings and one-on-one teacher conference sessions to support teachers and monitor data use and progress toward goal. • Continue to align content area instruction with the Performance Standards and with the New York State Learning Standards • Continue the use of best practices in differentiation and share findings at faculty conferences, grade and department meetings and professional development sessions. • Facilitate a series of professional development sessions geared toward training teachers in assessing data and planning differentiated instruction. • Strengthen the plan to fully form a professional learning community where school members function as a team working together to devise differentiation strategies to meet the individual needs of students. • Differentiate AIS program to address needs, levels and learning interests and styles of students. • Continue to use the AM Extended Day program as a whole school effort at strengthening student's scholastic ability in small groups according to performance levels.

	• Continue to use the Inquiry Team's work to identify, track, monitor, intervene and scaffold student's performance with specific differentiation instruction strategy. • Continue to embed Inquiry Team's work among the school. • Continue to offer upper level course work which challenges high performing students capable of Regents course work • Enhance classroom libraries with books of various labels in various genres. • Continue to implement instructional strategies which address the academic performance levels of subgroups of students. • Strengthen the plan which considers the various intelligences of students in trying to meet the academic and social needs. • Continue to use advisory classes to guide students towards success by teaching them to make good choices in addressing their academic needs and to enhance their social development. • Continue to strengthen the arts program as an avenue in which students' interests and talents are nurtured so that they will participate more fully in their own academic program towards success. • Continue to present a full music program so that students can express that intelligence and experience fulfillment and success and use that as a springboard for more determined overall academic success.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.* ***Indicators of interim progress*** **Indicators of Interim Progress and/or Accomplishment** *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Title 1 funds will be used to support personnel and the purchase of materials Funds from grants will be used to support initiatives **Responsible staff**: Teachers, paras, administrators, Guidance counselors, Parent Coordinator. **Implementation Timeline:** September – June, **Interim instruments of measure** Benchmarks, Progress Reports, DRA Scores, Corrective Reading assessments weekly meetings; Quarterly data analysis meetings After each benchmark-3 in each core subject **Indicators of interim progress:** • Data driven instruction • Data wall • Data binder-teacher • Group work based on data

	• Flexible groups based on fluid data • Students' awareness and articulation of personal scholastic and social data which impact on their learning • Student assessment/data folder • Formal and informal observations; quality of discussion and implementation in the classrooms. • Use of guided reading program which is skill based. • Use of corrective reading program in Special Education classes • Use of multiple books leveled at student performance but with content, theme/strategies common which span all curriculum areas. • Unit and lesson plans • Artifacts from students' work • Bulletin board displays • Portfolio assignments • Observations of teacher practices • Logs, anecdotes, conferences with teachers • P. D. in school and out of school geared at data use and examination • Teachers' data folders • Use of reading enrichment program for ELL, Special Education and other low level readers

Subject/Area : **Writing Goal # 3**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2011, at least 90% of staff will fully participate in the protocols of looking at student work, increasing the quality of student writing by using the writing processes.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	• Title I and NYSTL funds will be used to support the purchase of materials. **Responsible staff**: Teachers, paras, administrators, Guidance counselors, Parent Coordinator.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines*	• Continue to use writing process and writing graphic organizers in all subjects areas and grades • Continue to upgrade the ELA curriculum and The Integrated Curriculum to make writing a focal point • Common rubric for assessing, teaching and conferencing about writing with students has been developed • The DRA will continue to be used as an assessment and diagnostic tool for students' writing • Journal writing will be used as a daily tool in all subject areas to boost students' writing, encourage prolific writing, acclimatize students to a new writing culture in the school and to serve as quick assessment tool • Common Planning times, PD's, faculty conferences will be used as media for planning next steps in writing, discussing students' progress in writing, assessing students' needs in writing and assessing and addressing the needs of staff regarding the writing initiative • The data consultant will support admin and teachers in assessing student data in writing and planning for using data to drive writing instruction. Target Population is all students in general. Students whose DRA shows writing performance at level 1 or 2 and students who scored a 1 or 2 in ELA State test 2010 are main target population. Responsible Staff are ELA teachers primarily. All subject area staff who will deliver instruction in integrated curriculum; the writing and data consultants; the curriculum supervisor will have the role of providing in-house PD on writing strategies for staff, support teachers writing instruction efforts in the classroom and liaison with administration to inform the needs of staff and participate in think tanks about

Indicators of Interim Progress	best practices to support teachers in order for us to reach and supersede this goal. Implementation Timelines: September to June Instruments of measure ➢ There will be 3 writing benchmarks in November, January and March. ➢ Daily Journal writings and quick writes, throughout the school year. ➢ Monthly in class writing tests. ➢ One major writing test in each of 5 ELA units. ➢ One major writing for Science and S.S. in each unit. ➢ Writing prompts* Student responses to writing prompts DRA score should increase with each of the 2 or 3 administrations of DRA Writing assessment scores should increase with each administration of the writing prompt ➢ Observation of writing instruction in ELA and integrated curriculum lessons ➢ Improved DRA scores ➢ Artifacts from professional developments ➢ Improved writing scores assessed by common rubric

Subject/Area (where relevant	Integrated Curriculum Goal # 4

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To continue to integrate all subject areas in a cohesive curriculum which provides a commonality of language, assessment applications and activities for students and which help to build a professional learning community By June 2011, 100% of students will be involved in studying an integrated curriculum which is based on all academic subject areas
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	1. Implementation of 4 units of integrated curriculum from September to June in various subject areas : the environment, science, music, health and fitness and money 2. The literacy coach will train and supply teachers in how to teach and assess writing 3. The integrated curriculum differentiation to address students learning styles, intelligence preferred anode of response to literature 4. The writing responses are scaffolded to address the performance levels of students in ELL, SE and low proficiency levels 5. AM extended day period will be used weekly to teach the integrated curriculum 6. Subject teachers will incorporate the integrated curriculum in regular lessons to encourage rigor and engagement 7. Collaborative planning was used to revise the units- There is a common rubric modified with teacher input from all subject areas to assess students writing in the integrated curriculum 8. The integrated curriculum is created to support and align with ELA, Math S.S, Music, Spanish, Health and Science curriculum and Technology. 9. There will be ongoing professional development in technology and other subjects to support teachers in implementing this curriculum **TARGET POPULATION**: All students are targeted for the integrated curriculum. **RESPONSIBLE STAFF:** All staff members are targeted to implement this initiative. **The timeline is September to June.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities*	School funds from 10-11 budget will procure materials and resources for teachers and students Staff Responsible: Teachers, paras, administrators, Guidance counselors, Parent Coordinator.

described in this action plan.	
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	- Quarterly Review of units which have been implemented - Student writing responses scored with rubric - Presentations , projects and display every unit for all classes will indicate student involvement and accomplishment - Projected gain is that student writing will show improvement to at least 1 level beyond their baseline writing. **Measures of interim progress** Writings on the various units Displays on bulletin boards Student presentations

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: *All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools under Registration Review (SURR) must also complete Appendix 6.* ***Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.*** *(Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)*

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	86	86	86	86	40	1	1	1
7	85	85	85	85	45	0	0	0
8	82	82	82	82	40	0	0	0
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Academic intervention services are targeted for specific deficiencies for lowest achievers. There is intensive support for students performing significantly below grade level and needing appropriate differentiated instruction through additional support provided during the instructional day. This is conducted as small groups, ratio 1:10 in the am extended day three days per week, push-in and pull-out services during the day by Ms. Hines McLeod; resource room, Guided Reading, Achieve 3000 and SRA corrective reading as small groups in the ratio of 1:1 during the day. The academic intervention team makes use of resources such as Kaplan Keys, Red Hot Root Words (vocabulary), computer programs such as Brain Pop, Study Island. The objectives are student will able to: • Work in targeted small groups. • Have one-on-one teaching. • Have increased independent reading time. • Have leveled and guided reading • Have standards-based instructions. • Develop reading/writing strategies. • Receive intervention from Para professionals in Corrective reading and other intervention strategies
Mathematics:	Academic Intervention Services (**AIS**) are offered in the morning, during the school, and after school to all students (6th, 7th, & 8th graders). AIS are offered for 150 minutes on Tuesdays, Wednesdays, and Thursdays from 8:00 to 8:50. The Kaplan Program is use for the morning program and also for test preparation and reinforcement of previous taught math concepts. Small group

	instruction and one-to-one tutoring is the method for delivering instruction. During the day the push in model is used for AIS. Mr. Bynoe, Mr. Smith and Mr. Campbell work with the 6th, 7th, and 8th grade classes. Computer programs such as Brain Pop, Study Island, Reading A-Z, and Starfall are used to reinforce concepts. The para professionals will provide intense 1:1 intervention in math skills and strategies

Science:	AIS (Science) will be made available to students in the following ways:
	• Morning extended day where it is integrated with ELA in small groups of up to 10 students.
	• Small groups of up to 12 students in After-School sessions.
	• Small groups and individuals with para professionals
	• Practicing scientific skills while conducting experiments in regular class sessions (students work in groups of 3-4).
	• Fieldtrips to cultural and science institutions where students can relate the curriculum to real life situations.
	• Scientific Inquiry – Students conduct science investigations by means of
	  o Secondary research
	  o Controlled experiment
	  o Fieldwork
	  o Design projects.

Social Studies: **At –risk Services Provided by the Guidance Counselor**	Students learn Social Studies through the receptive mode of listening and reading. However, they show what they have learned through the productive modes of class discussions, oral presentations and written projects such as reports and expository essays. The Social Studies content is infused into the curriculum as ELA materials and instruction is differentiated on a daily basis. Graphic organizers are used to teach abstract ideas and vocabulary words are integrated into the language arts classes. An integration of reading skills from ELA, Book of the Month, reading non-fiction. Para professionals will provide 1:1 and small group intervention Services are in groups and individual and include: Group counseling, individual counseling, attendance intervention, coordination, peer mediation and intervention, classroom observations for proper academic and behavioral interventions, intervention strategies for teachers, stress management to staff and parents, parent professional development, staff professional development, processing 504 applications for the needy students and planning with

	each students his or her personal success plan.
At-risk Services Provided by the School Psychologist:	**Psychologist:** School psychologist will conduct assessments and make referrals as necessary. Assessments will be conducted o an individual basis.
At-risk Services Provided by the Social Worker:	**Social Worker:** The main goal of the At-Risk services is to empower students to become responsible for their own behavior choices. The focus of the services is to help the students assume responsibility for their own behavior by using assertive discipline strategies in small group (4-5 students) and 1 to 1 intervention. These strategies are proactive and preventative that help the students learn to choose appropriate responsible behavior. Proactive: Establish rules and specific directions that clearly defines acceptable and unacceptable behavior Focus on students' responsibility to choose acceptable outcomes Provide positive words of encouragement and be supportive By modeling assertiveness, the students recognize that I set limits and know that I will follow through appropriately. Ultimately, students will learn to adopt appositive, assertive manner when responding to peers and adults.
At-risk Health-related Services:	Diet, hygiene, body-mass index, HIV, STD etc. counseling will be given to students who demonstrate at risk behavior as needed in small groups or individually. In conjunction with guidance counselors, nurse, physical education teacher & Building Response Team (BRT) the needs of all students with health related issues are being met.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

The City of New York Department of Education

Community School District 17

School of Integrated Learning

Monique Campbell, Principal
John Samerson, Assistant Principal

Middle School 354
1224 Park Place, Brooklyn, New York 11213
718-774-0362 Fax: 718- 774-0521

LANGUAGE ALLOCATION POLICY

2010-11

Team Members	***Title***	***Signature***
Monique Campbell	***Principal***	
John Samerson	**Assistant Principal**	
Anzie Fraser	**Teacher**	
Maxine Griffith	**Guidance Counselor**	
Elroy Cormack	**Parent Coordinator**	
Betty Nieves	**UFT Representative**	
Kenneth Wright	**PTA President**	

INTRODUCTION – The School of Integrated Learning, Middle School 354 (MS 354), is located in District 17 in the Crown Heights section of Brooklyn in New York City. The school opened in 2005 with the 6th grade only and added the 7th grade the next year. Presently, we have all three middle school grades, 6th through 8th, with a graduating class.

DEMOGRAPHICS — MS 354 now has a total student population of 262 in the three grades, with 29% in the sixth grade, 35% in the seventh grade, and 36% in the eighth grade. Fifty-five percent is boys and 44.5%, girls. In addition to many "real" New Yorkers – the majority having been born in Brooklyn and Queens -- we have a diversified student population with family origins mainly in the Caribbean -- in Jamaica, Haiti, Trinidad & Tobago, Saint Lucia, Granada, St. Vincent, the Dominican Republic, Puerto Rico, Nicaragua, Ecuador, and Guyana – and as far away as Senegal, and Mali.

According to the latest available ethnic data, 89% of the student population is Black; 1.2% is White, 8.7% is Hispanic; and less than 1% is of other ethnic groups.

The majority of the students are from low-income families. The poverty rate is 97.

ENGLISH LANGUAGE LEARNERS (ELLs)

MS 354 currently has a total student population of 262 in the three grades. Of these, 20, or 8%, are English Language Learners (ELLs). Eight are in the 6th grade, four in the 7th grade, and eight in the 8th grade.

We have nine students at the beginning proficiency level, three whose native language is Arabic, four whose native language is French or Haitian-Creole, and one whose native language is Spanish. Four are at the Intermediate level and their home languages are Haitian-Creole and Spanish. The seven Advanced level students speak, Haitian-Creole, Fulani and Spanish. We have bilingual material supports in the ESL classroom.

STUDENTS WITH INTERRUPTED FORMAL EDUCATION (SIFE) –

We have no students with Interrupted Formal Education (SIFE).
In the future, should SIFE students be identified, the ESL teacher will arrange for the requisite additional services. These students will be evaluated in their home language to determine their overall level of literacy and academic skills. They will then be referred to the appropriate services to help them develop in their home language as well as in English. These services include, but are not limited to, instructional resources in their home language, English, native language arts, and ESL instruction. These students would also be offered one-to-one mentoring in both languages in an after-school program.

THE LANGUAGE ALLOCATION POLICY GOALS -- The Language Allocation Policy (LAP) at MS 354 provides comprehensive, free-standing instructional English as a Second Language (ESL) pull-out program, designed to meet the many social and academic needs of our ELL students.

Our *primary* goal in creating a LAP is to have a plan that can be implemented immediately and continuously evaluated throughout the school year, The LAP allows the ESL teacher to ensure the uniform academic success of our ELL students in English.

The *second* objective of our ESL program is to guarantee high standards for the students. ELLs and their teachers participate equally in the school's initiatives that guide the literacy, mathematics, and the other content-area subjects school-wide. Academic rigor is secured because we hold the ELL population to the same high standards expected of the monolingual students.

The *third* objective for the ESL program is to assist ELLs adequately with their cognitive development and their academic skills. *Rather than simplifying instruction for our ELLs, we amplify it.* Because the ESL program follows the same academic curricula implemented in the monolingual classrooms, the instruction will be uniformly delivered throughout the school.

PROGRAM CHOICE – A student is designated eligible to take the LAB-R test from the information provided in the Home Language Inventory Survey (HLIS) by the parent when registering a newly arrived student. The LAB-R test, given within 10 days of the student's registration in the NYC school system, determines his/her English proficiency level. A native language LAB test is given if Spanish is the home language, to determine the student's level of overall literacy. Unless the child shows English proficiency in the LAB-R test, s/he is designated an ELL and is admitted into our ESL program.

Parents of our new ELLs are invited to an orientation meeting with the ESL coordinator to discuss their choice of programs. Because we only offer a free-standing ESL program to our students at MS 354, any parents who would prefer that their children attend Transitional Bilingual Education (TBE) classes, or that they go to a Dual Language school, will be referred to such a school within the District 17, if possible.

Parents of returning ELLs are informed of their child's score and proficiency level, as earned on the New York State English as a Second Language Achievement Test (NYSESLAT), administered at the end of the previous school year.

PROFICIENCY LEVELS -- The ESL instructional program at MS 354 provides three levels of English language competency and literacy proficiency. The levels are Beginning, Intermediate, and Advanced. The Beginning and Intermediate students are mandated to receive a total of 360 minutes of ESL instruction per week, while the Advanced level students should receive 180 minutes of ESL instruction per week, as mandated by the New York State Education Department Office of English Language Learners (NYSED OELL). Additionally, all advanced students receive 180 minutes of English Language Arts instruction each week, as designated by Chancellor's Regulation 154. At MS 354, however, our ESL teacher schedules ESL classes during her professional periods, thus giving all ELLs more than their mandated number of minutes of ESL instruction each week.

In April and May of every year, all ELLs are given the New York State ESL Achievement Test (NYSESLAT) to determine the progress of their English language fluency. The scores on that test are used to place them at the appropriate proficiency level the following school year, and to differentiate the instruction according to each student's needs. An ELL student stays in the ESL program until s/he has passed that test, proving English proficiency.

This year, of our 20 ELLs in the ESL program, 9 are at the Beginning level, 4 at the Intermediate level, and seven at the Advanced level.

EXEMPTIONS –This year, we have 8 students, who would be exempt from taking the State English Language Arts (ELA) exam in April, 2011. We have one proficient student who will continue to be given extra time on the major exams.

FOUR LITERACY SKILLS – Fluency depends on proficiency in all four skills of literacy: speaking, listening and understanding, reading, and writing. Each student's scores in those four modalities on the NYSESLAT help direct the instruction in their ESL classes. Our ELL students tend to follow the norm for second language learners, namely, they are stronger in the receptive skills (listening and reading) when they are at the beginning English proficiency level. As they move into the intermediate and advanced levels of proficiency, their production skills (speaking and writing) become better developed.

IMPLICATION FOR INSTRUCTION -- When the scores of the State and City ELA, math, social studies, and science exams – as well as the NYSESLAT -- are available from last spring, each ELL's score will be analyzed for their proficiency in those subject areas, and their ESL instruction will be guided by these results. To ensure that academic rigor is a factor in the ESL classrooms, the instruction will not be simplified. Instead, it is closely guided by, and adheres to, the same curriculum used in the monolingual classrooms. All ELLs are held to the same high standards as the rest of the school population. The ESL teacher communicates with the monolingual teachers school-wide to promote the academic advancement of all our students. They communicate with each other on a regular basis to discuss issues, progress, and suggestions about the use of English in all subject areas. The ESL instructor also reviews and critiques her program, guided by the LAP goals, formal Interim ELL Assessments, in-class tests and class work, and the other subject assessment data analyses.

NY STATE LEARNING STANDARDS -- ESL classes and lessons are based on the need of each ELL and on the school-wide curriculum, and are taught according to the NY State ESL Standards.

STUDENTS WITH INTERRUPTED FORMAL EDUCATION (SIFE) - There are no SIFE students at MS 354. The ESL teacher will arrange for any necessary, requisite additional services when and if this becomes necessary. These students will be evaluated in their home language to determine their overall level of literacy and academic skills. They will be referred to the appropriate services to help them develop in their home language as well as in English. These services include, but are not limited to, instructional resources in their

home language, English, small class native language arts, and ESL instruction. These students would also be offered one-to-one mentoring in English.

LONG-TERM PLANS FOR ELLS - At MS 354, we are dedicated to the achievement of our ELLs because they are expected to participate in all City and State. To help those ELLs succeed who have been in the ESL programs for more than three years, we offer extra AIS sessions using an intense program that focuses mainly on developing academic ELA and math skills, plus test preparation assistance.

STAFF QUALIFICATION - At MS 354, we have one experienced ESL teacher who holds permanent teaching certifications in Teaching English to Speakers of Other Languages (TESOL or ESL).

PROFESSIONAL DEVELOPMENT -- Our ESL teacher who is new to our school will attend professional development workshops and make turnkey presentations to other members of the faculty regularly. New general education classroom teachers are mandated to receive six hours of professional development in ESL materials and teaching strategies. They will be sent to workshops that focus on cultural sensitivity as well as ESL standards, teaching techniques, and assessments as the need arises. They will learn critical thinking and hands-on activities such as the jigsaw reading and writing models, think/pair/share, “novel ideas only,” and other QTEL techniques – all of which our ESL teacher practices herself. At MS 354, we design professional development that prepares all teachers to serve our linguistically diverse population.

CONCLUSION -- -- Realizing that this LAP is a living document that must be evaluated, monitored, and adjusted, depending on the needs of the ELL population at MS 354, we have left room for flexibility. The School Leadership Team, will review it, critique it, and modify it, as needed. The ESL teacher will closely review curriculum maps for all subjects during the year to help accelerate the progress of English language and academic development in all subjects for our ELLs. It also allows for comprehensive planning of English language usage in the classrooms, and encourages both academic and linguistic advancement.

☐ There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

☐ We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

☐ We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

☐ Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

Section I. Student and School Information

Grade Level(s) 6-8_____ Number of Students to be served: _____ LEP _____ Non-LEP

Number of Teachers 1_____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

The Language Allocation Policy program at MS 354 provides for a comprehensive instructional ESL pull-out program, designed to meet the many needs of its ELL students and the ELL community. The instructional program is consistent with CR Part 154 guidelines and is committed to raising the standards of ELL students. The ESL instructional program at MS 354 provides for three categories of students based on their level of English Language competency and literacy proficiency. The levels are Beginner, Intermediate, and Advanced. The Beginner and Intermediate level students are mandated to receive eight class periods of instruction per week. The Advanced level students must receive 4 periods of ESL instruction per week. Instruction is in English, and is completely aligned with the NYS ESL Standards. Extra support for the most recent arrivals is provided through differentiated instruction and peer interventions. Additionally, all students receive 8 periods of English Language Arts (ELA) instruction each week, as designated by CR Part 154.

The instructional model used at MS 354 is mainly a pull-out one. However, many classroom teachers also provide ESL services to students. All ELLs receive rigorous instruction in English Language skills as well as in the content areas of mathematics, social studies, and science. Instruction is aligned with the ESL/NLA/ELA standards and the core curriculum. Long-term ELL students read specially designed ESL books with an emphasis on the development of the four language skills that are important to fluency and comprehension: listening, speaking, reading, and writing. Balanced literacy is used within the context of the ESL program, which also utilizes technology such as special ESL software, CDs with prerecorded text, books on tape, ESL computer sites, and graphic organizers

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Language Allocation Policy program at MS 354 provides for a comprehensive instructional ESL pull-out program, designed to meet the many needs of its ELL students and the ELL community. The instructional program is consistent with CR Part 154 guidelines and is committed to raising the standards of ELL students. The ESL instructional program at MS 354 provides for three categories of students based on their level of English Language competency and literacy proficiency. The levels are Beginner, Intermediate, and Advanced. The Beginner and Intermediate level students are mandated to receive eight class periods of instruction per week. Our ELLs, however, receive ten periods per week. The Advanced level students must receive 4 periods of ESL instruction per wee; however, our receive nine per week. In addition, the ESL teacher provides several additional periods of enrichment during her professional preparatory periods, lunch hours, and after school. Instruction is in English, and is completely aligned with the NYS ESL Standards. Extra support for the most recent arrivals is provided through differentiated instruction and peer interventions. Additionally, all students receive 8 periods of English Language Arts (ELA) instruction each week, as designated by CR Part 154.

The instructional model used at MS 354 is mainly a pull-out one. However, many classroom teachers also provide ESL services to students. All ELLs receive rigorous instruction in English Language skills as well as in the content areas of mathematics, social studies, and science. Instruction is aligned with the ESL/NLA/ELA standards and the core curriculum. Long-term ELL students read specially designed ESL books with an emphasis on the development of the four language skills that are important to fluency and comprehension: listening, speaking, reading, and writing. Balanced literacy is used within the context of the ESL program, which also utilizes technology such as special ESL software, CDs with prerecorded text, books on tape, ESL computer sites, and graphic organizers

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Our new ESL teacher will attend professional development workshops and makes turnkey presentations to other members of the faculty .
ESL services are provided by an ELL teacher who is shared with another school in the building and another special education teacher. New general education and special education classroom teachers are mandated to receive 7½ and/or 10 hours, respectively, of professional development in ESL materials, techniques, strategies, cultural sensitivity, ESL standards, and assessments. Classroom teachers develop critical thinking and hands-on activities such as the Jigsaw model, Think/Pair/Share and Novel Ideas to provide additional support for ELLs. At MS 354 professional development is designed to prepare all teachers to serve the linguistically diverse population. Our in-house workshops consist of language acquisition research, BICS, CALP, and developing cultural awareness. Throughout the year, our licensed ESL teacher attends several workshops, meetings, and conferences that are offered by the BETAC, Office of ELLs, Office of SIFE, and other DOE professional development opportunities in order to facilitate support for the ELL population. She will turnkey the information to the other staff members during faculty conferences, and special training sessions.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

   When a student enters MS 354, the Pupil Secretary and the ESL teacher check the HLIS survey for the home language of both the student and the parent. If the parent cannot communicate in English, it is noted on the HLIS, on the emergency blue cards, and in the ESL Compliance Manual. If no qualified staff member who speaks the parent's language is available to communicate orally to the parent, the DOE's translation services are used, either by telephone or in person. We also communicate to those parents who are bilingual in English. Written communication is translated and sent home based the on importance of the information.

At MS 354, we have 5 parents who speak Spanish and English, 3 who speak Haitian Creole and French, 2 who speak English, 1 who speaks Su-Su and French, and one who speaks only Badingo. With the exception of the last one, we have staff members who speak Spanish and French, and they help with the communication to those parents. With the Badingo speaker, we have used the telephone translation services

2. **Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.**
   Owing to the small ESL population, very little written translation of information is practiced. Instead the focus is on oral translation via telephone conversations. In the event that there are materials which must be signed and returned, they are translated by in-house staff. Also, pertinent information, which the school deems necessary for parents to have handy are translated, again by in-house staff, and then back-packed home.

Part B: Strategies and Activities

1. **Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.**
   After identifying the language needs of the parents, as described above, MS 354 utilizes the services of the ESL teachers, the guidance counselor, a paraprofessional and school aide to communicate orally in Spanish, French, and Creole to parents. We will also communicate to those parents who are bilingual in English. Written communication is translated and sent home based the on importance of the information.

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

   Owing to the small ESL population, very little written translation of information is practiced. Instead the focus is on oral translation via telephone conversations. In the event that there are materials which must be signed and returned, they are translated by in-house staff. Also, pertinent information which the school deems necessary for parents to have handy are translated, again by in-house staff, and then back packed home.

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

   To fulfill Section VII of chancellor's Regulations A-663, parents are contacted via telephone conversations. In the event that there are materials which must be signed and returned, they are translated by in-house staff. Also, pertinent information which the school deems necessary for parents to have handy are translated, again by in-house staff, and then back packed home.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:
- *All* Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	291,203.00	54,469.00	345,672
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,912.00	544.90	3,456.90
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,560.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	29,120.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____100_____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

   - Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP),** which includes the **School-Parent Compact.**

Explanation – School Parental Involvement Policy*:* In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Parent Involvement Policy 2010-2011

At our school, parent involvement is defined as having an awareness of and involvement in schoolwork, understanding of the interaction between parenting skills and student success in schooling, and a commitment to consistent communication with educators about student progress. Parent involvement positively affects students' academic and social success. It not only leads to improved educational performance but also fosters better classroom behavior, improves school attendance, increases support for schools and improves students' emotional well-being. Parents who participate in decision making, experience greater feelings of ownership and are more committed to supporting the school's mission. This creates a better understanding of roles and relationships among the parent-student-school triad.
Studies have shown that parent involvement is critical to the educational success of a young adolescent and yet generally declines when a child enters the middle grades (Epstein, 2005; Jackson & Andrews, 2004). The transition from elementary school to middle school is not only difficult for the students but for their parents as well. They are grappling with "their little ones" growing up, dealing with adolescent issues and extra homework etc. There are also significant safety and security concerns (gangs, drugs, peer pressure, getting lost, bullying) especially for those parents whose children live a distance from school. Too many parents do not have a voice in traditional groups such as the PTA, either because they feel unwanted, not welcomed or believe they lack the skills to help. In many low-income, high poverty school districts, many schools do not initiate any efforts to increase the involvement of parents in their children's education. The possibility of underachieving is greater for students of families that did not experience acculturation and upward mobility. Some parents (especially those of foreign descent) may not have had the experience needed to help their children succeed. When these issues are added to everything else that's going on in a parent's life, parent involvement declines significantly. According to a 2003 Education Week, national survey, "Family involvement in middle and high school students' education," nationally, in fourth grade, 89% of students are in schools where more than half of parents participate in parent-student conferences, but this declines to 61% in eighth grade."

The successful middle school is cognizant of these issues. The unique strengths and resources that parents and community partners bring to the school should be effectively welcomed and mobilized. In schools and districts where parents are strongly involved in school, parents also rate their teachers more highly, and teachers' job satisfaction improves. Such schools also enjoy a better reputation in their districts and communities.

Parents are an integral part of operations at our school. As equal partners, parents are not only relied upon to reinforce the various lessons that are taught in school, but also to contribute to the formation of the school's Comprehensive Education Plan (CEP). Based on their responses in focus groups, the school's goals and missions are developed.

The Parent Coordinator in the capacity of family- school liaison is charged with the responsibility of building a positive working relationship with the members of the school community, including the Principal, parents, teachers and students. As a conduit, he has to be accessible to all parents in their search for information about their child's school, the system in general, or for issues and concerns which need to be addressed at the school. He's expected to develop and implement effective outreach strategies to engage parents in their children's education. It is therefore necessary for the Parent Coordinator to be well-trained and fully aware of all available resources to make informed decisions.

To effectively perform this role, the parent coordinator is not just seen as a "trouble shooter" but as a key link in the school's administration. He's empowered with the authority to support, discipline and teach students. The nature of the position is such that the parent coordinator is many times required to assist in many of the non-teaching aspects of students' daily lives. Through this involvement the parent coordinator strategically builds relationships with relevant community organizations in support of students and families, and serves as the liaison with parents and community-based agencies on issues relating to adolescent development. One critical area of middle school students' life is the transition from elementary to middle school. Middle school parents need support during this transition just as middle school students do. To both aid in the transition process for sixth graders and to welcome new students, the parent coordinator may have a picnic, barbecue, bus ride etc. and introduce parents to one another so they can support each other. This would be followed up with a workshop on behaviors and expectations.

Too many parents of middle school students are unaware of what their children are learning. They don't know the school's policy, vision, motto, or mission statement. Sometimes they are unsure of their child's class or grade. The parent coordinator is challenged to provide all parents with meaningful and engaging ways to become part of the school community and develop a sense of belonging at the school. This can only be done if parents are embraced as true partners from the start. The expectations, mission, vision and roles of each member of the parent-student-school triad have to be clearly communicated. All common barriers to communication and partnership with parents have to be removed and replaced with multiple strategies of communication. Making the middle school experience meaningful and offering multiple opportunities for parent participation is fundamental to school success.

The annual review for our Parent Involvement Policy will be done on May 19, 2011 during the scheduled PTA meeting.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The City of New York Department of Education

Community School District 17

The School of Integrated Learning
Middle School 354
1224 Park Place, Brooklyn, New York 11213
718-774 0362 Fax: 718/467-4522 Fax: 718-774 0521

Monique Campbell,	John Samerson	Betsie Green,
Principal	Assistant Principal	Curriculum Supervisor

SCHOOL-PARENT COMPACT

The School of Integrated Learning - MS 354, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010 – 2011

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The School of Integrated Learning - MS 354 will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

   Based on scientific research, the amount and quality of learning time will increase by using effective instructional strategies (such as extended day/AIS program, before- and After-school programs for core subjects i.e. mathematics, ELA, science and Social Studies);

   Provide instruction by highly qualified professional staff.

   Provide for high quality and on-going professional development for all staff, including teachers and para -educators, principals, and clerical/administrative and parents to enable all children to meet the state's student performance standards.

   Include teachers in the decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.

   Ensure that students who experience difficulty mastering the City or State's standards will be provided with effective, timely additional assistance.

2. **Hold parent-teacher conferences (at least twice annually)**

   Fall Parent teacher- conference will be held in November 2010, from 1:00 PM until 3:00 PM and 5:30 PM until 8:00 PM.
   Spring parent-teacher conference will be held in February 2010, from 1:00 PM until 3:00 PM and 5:30 PM until 8:00 PM

3. **Provide parents with frequent reports on their children's progress.**

   The school will provide parents with reports (report cards) at the Fall and Spring parent-teacher conferences. At the end of each marking period parents are also provided progress reports on their children.

4. **Provide parents reasonable access to staff.**

   Staff members will be available for consultation with parents during their Professional Period or
   Prep. The Parent Coordinator is available to meet with all parents to troubleshoot or facilitate their issues and concerns.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities**:

Parents may make a request from the class teacher. They may volunteer as tutors, with individuals or small groups, during read aloud or act as aides (supervise) during individual reading, project time or other independent work periods

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

The School of Integrated Learning – MS 354 will further:

1. Involve parents in the joint planning, review, and development or improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time that is convenient to parents, and will offer alternate/additional times, such as in the morning or evening, so that as many parents as possible are able to attend. All parents will be encouraged to attend this very important meeting.
3. Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. This information will include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
4. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
5. Provide to each parent an individual student report about the performance of their child on the State assessment in the four core subjects i.e. Math, English language arts Science and Social Studies.
6. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. **A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**

See "Needs Assessment" in Section IV

We track our students' performance by mainly using exam data. As it relates to students' performance on the citywide or state exams, students are expected to perform at or above a level 2 in order to be considered as performing at an acceptable academic level. A review of the exam data for the past few years revealed the following trends in the students' performance:

- Many students who are currently performing at level 2, have been doing so for many years with some minor variations in raw scores within that range
- The majority of students tend to make the same errors on these exams. For ELA, the students' challenge relates to reading comprehension and transfer of information to reading or writing responses. On the other hand, the students' challenge on the math exams points directly to their comprehension and application of some of the basic math skills. Also, many of the students have some measure of difficulty with problem solving on the extended and short response section of the exam.
- For the students who fail both exams, the margin of error is between 0.2 and 0.5 of the passing score (level 2)
- The students tend not to give the citywide exams the same level of significance as the state exams. Therefore, for many students their scores are sometimes not a true reflection of their performance as indicated during class.

We are constantly doing analysis of exam data to identify these trends so that we can make educational decisions that will make improvements for the benefits of the students.

2. **School-wide reform strategies that:**

Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Persistently failing students will receive multiple services. . Additional funding would provide the much needed multiple fulltime providers. Teachers whose schedules are not at maximum are scheduled for AIS services for these persistently failing students. The 150 minutes of extended time are being used to target those students. They will be grouped together for high impact instruction. They will form the core group to be targeted for the Inquiry Team's microscopic inspection. For these students guided reading will be a targeted instructional strategy to boost reading acumen. The Wilson Program, will continue to be used in SE classes and test taking strategies will be taught using Kaplan as well as other skills based support instruction. After school and Saturday Academies are also to be used to help provide scaffolding for these students. These programs will utilize data driven instruction coaching to address skills and test taking strategies in math, literacy and social studies.

Considering the social dynamics of the students in this targeted group, guidance will target these students for counseling – individually and in groups. The Parent Coordinator will hold sessions with the parents of these students providing opportunities for workshops to address areas of greatest deficits. The vision and mission of the school are being used as teaching tools in advisory classes in order to promote positive personal expectations. School aides and security are posted at strategic points to prevent truancy and cutting. The uniform policy is being enforced in order to cut down on the harassment and insecurity associated with "street clothes". The seniors have a "senior shirt". All these social, environmental and academic interventions are strategically planned to be proactive in helping this group. Students will be tracked. A binder of intervention strategies/implementation/results is kept to provide data for analysis/use to support teachers and students.

- Keep abreast of best practices so that teachers are engaged in delivering high quality instruction.
- Support staff in delivering data differentiated instruction
- Use rigorous curriculum school wide

- Once students have been identified as needing support i.e. SETTS, AIS, the coaches, AIS, SETTS, ESL teachers and guidance counselor will provide the interventions by "pushing in" in all subject areas wherever feasible..

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
- **Help provide an enriched and accelerated curriculum.**
- **Meet the educational needs of historically underserved populations.**
- **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
- **Are consistent with and are designed to implement State and local improvement, if any.**

a) The schedule implemented at MS 354 is carefully designed to cater to the needs of the students. Students in grades 6th and 7th receive 90 minutes of mathematics and 90 minutes of ELA daily. This allows for the implementation of a daily math and literacy which allows for

enough time to cater to the needs of the students, especially as the majority of them are scoring at either level 2 or 3. All students are also involved in the extended time program where only ten students are placed with one teacher for the fifty minute period, allowing for more individualized instruction. Students are assigned four periods of physical education per week, more than the required number of sessions required, and this is primarily to meet the needs of the large male population at the school. Studies show that students need much recess in order to do well in their other subjects, thus we are testing that result. There is an advisory program to allow students to talk about social issues that many of them have to deal with on a daily basis. Topics discussed include dealing with peer pressure, managing conflict, accepting each other and differences in each other etc.

3. **Instruction by highly qualified staff.**

Provide professional development to new teachers and other staff
In a survey carried out by the National Education Association, teachers ranked 14 sources of professional development with respect to the knowledge and skills needed in teaching situations. The top four in order were

1. Direct experiences as teachers
2. Consultation with other teachers
3. Study and research pursued on one's own

4. Observation of other teachers

Wherever possible, all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and Teacher Center technical assistance.

4. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.**

Provide professional development to teachers and other staff
In a survey carried out by the National Education Association, teachers ranked 14 sources of professional development with respect to the knowledge and skills needed in teaching situations. The top four in order were

4. Direct experiences as teachers
5. Consultation with other teachers
6. Study and research pursued on one's own
7. Observation of other teachers

With this in mind professional development will involve a balance of training, content learning and collegial support. Opportunities will be provided for inter-visitations, for planning and for study of current practices in the field. Workshops will be scheduled to provide parents with information in ELA and the content areas to equip them to assist their children a

5. **Strategies to attract high-quality highly qualified teachers to high-need schools**.

Canvass staff from closing schools-with recommendations
Provide high quality support from coaches and consultants
Make our vision public
Frequent hiring halls
Build relationships with colleges
Participate in high quality ongoing pd- for leaders and principal cabinet
Keep up with best practices

Principal in collaboration with the Integrated Service Center will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Principals in collaboration with the Integrated Service Center work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

6. **Strategies to increase parental involvement through means such as family literacy servi**ces.

At the School of Integrated Learning – M.S. 354 we embrace parents as equal partners in educating their children. We are also cognizant that the more involved they are with their children, the fewer discipline problems students will have and the more engaged and attentive they will be in class. In light of that, the school provides multiple opportunities for all families to be involved in their children's education at home and at school. The school also has a family liaison (Parent Coordinator) responsible for promoting family involvement and school-family-community partnerships.

Parent involvement activities include the following:

- Teachers will:

- Call the parents directly to invite them to meetings and other school activities.
- Send an email reminder (where applicable).
- Call the day before to remind
- Make home visits where appropriate and/or necessary.

- Have students personally invite their parents to PTA meetings and other school activities or functions. The class with the best attendance will be rewarded with a pizza party.
- The PTA and Parent Coordinator will reach out to parents using the social networking sites e.g. Face book and Twitter.
- Encourage teachers to visit parents at home at least twice per year with each meeting lasting between 30 and 90 minutes depending on the parent's schedule. Ideally, the first visit will occur early on in the school year in order to meet the parents and begin that child-centered relationship that's focused on investing in the parent and

child's life. Teachers will share information about the child's educational progress with the parents as well as suggestions for parents to help the child at home.

- Family Literacy Night will be hosted at least four times per year covering the four core subjects i.e. ELA, Mathematics, Science and Social Studies.

7. **Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school prog**rams.

NA

8. **Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional progra**m.

MS 354's cabinet comprises the principal assistant principal, curriculum coordinator, the guidance counselor, the math and literacy lead teachers. This body of the school makes decisions regarding operational and educational issues. Once an issue about assessment is discussed at this meeting, the information is disseminated to the rest of the staff in a weekly communication, at grade or common planning meeting or at faculty conference.

All students participate in the DYI Assessments and other in-house tests given by the school. Once scores are received, they are reviewed and analyzed to determine their use to drive instruction. All teachers are involved in this analysis and the follow up plans. Teachers meet in subject groups to determine the best approach, the corresponding materials and the personnel responsible. Other ways to fully include all staff are:

- Collaborative Team meetings
- Establishing PLC
- Using faculty and grade meetings as instructional planning times
- Establishing goal setting meetings with teachers and timelines for goals assessments
- Involve staff in data workshops around student assessments

- Establishing time lines for school wide assessments
- Creating common assessments
- Create school goals collaboratively around school need assessment
- Making school goals public
- Establishing academic routines around school goals
- Agreeing and establishing school mores

9. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

- Data driven differentiated instruction

- Developmental reading assessment 3 xs per year- entry point, mid year and year end
- Quarterly writing benchmarks
- Benchmarks in every subject area
- Portfolio assessment timeline
- AIS in target areas
- Corrective reading and reading enrichment
- Pullout or in class wring scaffolding
- On line AIS

In September all incoming 6th students are given as math and reading test to assess student their academic needs. Based on performance on this test they are matched with a teacher whom we believe may be best suited for their academic needs. The school has employed two staff members to work in academic intervention, one in mathematics and one in literacy. These staff members thoroughly review student performance and work out an intervention plan in consultation with the classroom teacher. Services may be in the form of push in or pull out, depending on the needs of the students.

Professional development workshops are also held to inform classroom teachers on how to implement differentiated instruction in the classroom to cater to the particular needs of students in need of academic intervention services. Teachers who do not carry a full twenty five period program are also assigned the additional periods for AIS. The extended time gained from the UFT contract is also strategically broken into three 50 minute session to allow teachers to spend quality time with students. Students are also matched with teachers and placed in these classes based on their specific area of need.

The school has also implemented an extended day reading, science social studies and math program to provide students with additional instruction in mathematics and ELA.

10. **Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**
    - Continue partnership with police youth organization to teach the GREAT program
    - Continued fitness programs

Violence prevention programs will continue to be conducted. We will continue the GREAT program to teach students how to be resilient against gangs, drugs and violence. The collaboration with the police youth department will continue so that the students will benefit from the GREAT program taught by a police officer. The leadership program will continue to teach leadership and decision making skills. The physical education program and science curriculum will address nutrition directly including health, body-mass index. The guidance counselor will address these subjects as well. The school will continue its career day initiative which will be a segment across all curricula to address job preparedness and career choice.

We will continue to use the office of the parent coordinator to provide training in literacy and other subject areas to parents, especially in relation to how they can help their children to succeed in school.

Section II: "Conceptual" Consolidation of Funds in a Title I School wide Program (SWP)

Explanation/Background:

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

Consolidating funds in a School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 School wide 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.

Most, if not all, School wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For

example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school wide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's School wide Program, the amount each program contributes to the consolidated School wide 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)*	**Program Funds Are "Conceptually"[1] Consolidated in the School wide Program (✓)**	**Amount Contributed to School wide Pool** *(Refer to Galaxy for FY'11 school allocation amounts)*	**Check (✓) in the left column below to verify that the school has met the intent and purposes[2] of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in**

Reminder: To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes of** the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School wide 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

						this plan.		
		Yes	**No**	**N/A**		**Check (✓)**		**Page #(s)**
Title I, Part A (Basic)	Federal	✓			198,856,000.00	✓	Academic Intervention Services	28-30
Title I, Part A (ARRA)	Federal	✓			53,924,000.00	✓	AIS	28-30
Title II, Part A	Federal				-			
Title III, Part A LEP	Federal				-			
Title IV	Federal				-			
IDEA	Federal	✓			74,000.00	✓	Related services	28-30
Tax Levy	Local	✓			1,219,865.00	✓	Instructional services	13-24

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:
- *All* Title I schools must complete Part A of this appendix.
- *All* Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf

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Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2. Please describe the services you are planning to provide to the STH population.

Appendix7: Title 1, Part A- Support for students in temporary Housing

Housing Programs:

The school maintains contact with the shelters and coordinate services bases on an individual bases.

The school community ensures that the basic necessities of students in temporary housing are being met. School provides counseling to students & their families who are having a difficult time adjusting to the stress and anxiety associated with being homeless. Families are assisted with the registration process, transportation, school supplies and uniforms to meet the schools' requirements. A.I.S. and after-school services are also provided to the students.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The School of Integrated Learning								
District:	17	**DBN:**	17K354	**School**		331700010354			

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6	v	10				

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	69	73	84
Grade 7	73	77	87
Grade 8	106	81	82
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	1	1
Total	248	232	254

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
	90.3	91.1	91.3

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	88.0	91.9	90.9

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	83.1	91.9	97.4

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	3	12	11

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	5	4	0

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	31	31	34
# in Collaborative Team Teaching (CTT) Classes	17	15	20
Number all others	15	20	19

These students are included in the enrollment information above.

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	18	17	17
Superintendent Suspensions	18	13	18

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	18	14	TBD
# ELLs with IEPs	0	5	TBD

These students are included in the General and Special Education enrollment information above.

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	26	24	29
Number of Administrators and Other Professionals	4	5	6
Number of Educational Paraprofessionals	3	3	4

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)	7	5	21	% fully licensed & permanently assigned to this school			100.0	100.0	96.2
				% more than 2 years teaching in this school			23.1	33.3	51.7
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			46.2	54.2	55.2
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			58.0	83.0	82.8
American Indian or Alaska Native	0.0	0.0	0.8	% core classes taught by "highly qualified" teachers			97.6	100.0	94.7
Black or African American	85.9	87.1	89.0						
Hispanic or Latino	12.1	11.6	8.7						
Asian or Native Hawaiian/Other Pacific	0.4	0.4	0.4						
White	1.6	0.4	1.2						
Male	52.4	51.7	55.5						
Female	47.6	48.3	44.5						

2009-10 TITLE I STATUS

v	Title I								
	Title I								
	Non-Title								
Years the School				2007-08	2008-09	2009-10	2010-11		
				v	v	v	v		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,							

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase				**Category**		
	In Good			v	Basic	Focused	Comprehensive
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year						
	Corrective Action (CA) – Year						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		**Secondary Level**	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	X	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	Elementary/Middle Level			**Secondary Level**			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	X				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	75.2	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	9.2	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	10.6	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	
Student Progress:	47.9		
(Comprises 60% of the			
Additional Credit:	7.5		

KEY: AYP STATUS	**KEY: QUALITY REVIEW SCORE**
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 602	District 17	School Number 354	School Name The School of Integr

Principal Monique Campbell	Assistant Principal John Samerson
Coach Anzie Fraser	Coach Stephon Bynoe
Teacher/Subject Area Betty Nieves/ELA	Guidance Counselor Maxine Griffith
Teacher/Subject Area Doreen Headley/ ESL	Parent Kenneth Wright
Teacher/Subject Area type here	Parent Coordinator Elroy Cormack
Related Service Provider Mechelle Smith-Green/speech	Other type here
Network Leader Julia Bove	Other type here

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	255	Total Number of ELLs	20	ELLs as Share of Total Student Population (%)	7.84%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

Paste response to questions 1-6 here

1. Home language surveys are distributed to all parents as students enter the school. New students and parents are interviewd by the ESL coordinator or teacher.

A student is designated eligible to take the LAB-R test from the information provided in the Home Language Inventory Survey (HLIS) by the parent when registering a newly arrived student. The LAB-R test, given within 10 days of the student's registration in the NYC school system, determines his/her English proficiency level. A native language LAB test is given if Spanish is the home language, to determine the student's level of overall literacy. Unless the child shows English proficiency in the LAB-R test, s/he is designated an ELL and is admitted into our ESL program.The parents are invited to an orientation(documents are available in various languages and interpreters are available to assist parents)on the various bilingual programs. Parent selection forms are provided after orientation and reviewed, and collected.

2.Parents of our new ELLs are invited to an orientation meeting with the ESL coordinator and teacher to discuss their choice of programs. Because we only offer a free-standing ESL program to our students at MS 354, any parents who would prefer that their children attend Transitional Bilingual Education (TBE) classes, or that they go to a Dual Language school, are referred to such a school within the District 17, if possible.

3/4/5/6.Entitlement letters,(parent survey letters) and program selection forms are provided after orientation and reviewdand collected. These documents are also sent by backpack and mail. These documents are kept in students' files. Based on the school's budget,intake population and needsthe program selection trend is freestandiong ESL.The school has a very small ELL populationand the program model is in alignmentwith parents' requests.

Parents of returning ELLs are informed of their child's score and proficiency level, as earned on the New York State English as a Second Language Achievement Test (NYSESLAT), administered at the end of the previous school year.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☒ 7☒ 8☒ 9☐ 10☐ 11☐ 12☐

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														

Self-Contained														0
Push-In							0	0						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	20	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	10		1	7		4	3		1	20
Total	10	0	1	7	0	4	3	0	1	20
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: Asian: Hispanic/Latino: Native American: White (Non-Hispanic/Latino): Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish							1	2	2					**5**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic							2		1					**3**
Haitian							4	2	2					**8**
French							1		3					**4**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other														**0**

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	8	4	8	0	0	0	0	20

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for Long-Term ELLs (completed 6 years).
    e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4

1-3.Students are supported by a NYS certified ESL teacher and another SE certified teacher using the pill-out and push-in model. Students are grouped based on their proficiency. There are 20 students altogether for ESL services.The ESL instructional program at MS 354 provides three levels of English language competency and literacy proficiency. The levels are Beginning, Intermediate, and Advanced. The Beginning and Intermediate students are mandated to receive a total of 360 minutes of ESL instruction per week, while the Advanced level students should receive 180 minutes of ESL instruction per week, as mandated by the New York State Education Department Office of English Language Learners (NYSED OELL). Additionally, all advanced students receive 180 minutes of English Language Arts instruction each week, as designated by Chancellor's Regulation 154. At MS 354, however, our ESL teacher schedules ESL classes during her professional periods, thus giving all ELLs many more than their mandated number of minutes of ESL instruction each week.

In April and May of every year, all ELLs are given the New York State ESL Achievement Test (NYSESLAT) to determine the progress of their English language fluency. The scores on that test are used to place them at the appropriate proficiency level the following school year, and to differentiate the instruction according to each student's needs. An ELL student stays in the ESL program until s/he has passed that test, proving English proficiency.

The licenced and qualified teachers provide mandated support to students based on data-driven instruction(review of students tests scores data analysis of sub-skills and students work)NYS standards and core curriculum and curriculum maps are used at each grade level to ensure a quality education for mandated studentsin all content areas.ESL methodology and strategies are usedto provide assistance in cognitive language skills.

The principal language used for instruction is English. Opportunity is given for students to improve vocabulary and comprehension skillsin all content ares using non-fiction/fiction, manipulatives, lab and hands-on activities,. Students use role play, video ad compuer software as primary and reinforcement vehicles.Achieve 3000, the Wilson program SRA Corrective reading , New Heights,will support through direct instruction in rteading skillsthrough phonemic awareness, vocabulary development, fluency and comprehension. These programs use small groups, individualized instruction for language acquisition and reinforcement.

4. For SIFE students at MS 354, the ESL teacher will arrange for any necessary, requisite additional services. These students have been evaluated in their home language to determine their overall level of literacy and academic skills. They will be referred to the appropriate

services to help them develop in their home language as well as in English. These services include, but are not limited to, instructional resources in their home language, English, small class native language arts, and ESL instruction. These students would also be offered one-to-one mentoring in English.
Students with less than 3 years are assessed for their prior educational needs.In additional to mandated servces, intervention services during extended day in the morning and after school. Individualized asssessments will determinespecial needs and academic srtengths.
and implications for differentiated instruction.
At MS 354, we are dedicated to the achievement of our ELLs because they are expected to participate in all City and State. To help those ELLs succeed who have been in the ESL programs for more than three years, we offer extra AIS sessions using an intense program that focuses mainly on developing academic ELA and math skills, plus test preparation assistance.
When the scores of the State and City ELA, math, social studies, and science exams – as well as the NYSESLAT -- are available from last spring, each ELL's score will be analyzed for their proficiency in those subject areas, and their ESL instruction will be guided by these results. To ensure that academic rigor is a factor in the ESL classrooms, the instruction will not be simplified. Instead, it is closely guided by, and adheres to, the same curriculum used in the monolingual classrooms. All ELLs are held to the same high standards as the rest of the school population. The ESL teacher communicates with the monolingual teachers school-wide to promote the academic advancement of all our students. They communicate with each other on a regular basis to discuss issues, progress, and suggestions about the use of English in all subject areas. The ESL instructor also reviews and critiques her program, guided by the LAP goals, formal Interim ELL Assessments, in-class tests and class work, and the other subject assessment data analyses.
ELL's identified with special needs will be given services per their IEP in addition to regular services described above.
re

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL

100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

Because we are a middle school, the early literacy skills of our students who enter the NYC DOE before our lowest grade, the 6th, are assessed by another school and given an ESL proficiency level. When a newcomer enters MS 3354, s/he is immediately given the LAB-R and if Spanish-speaking, the Spanish LAB, and his/her proficiency is established. During the school year, we use DRA and SRA tests to establish levels of reading comprehension, and the ESL teacher confers with the students' other teachers about the students' abilities and needs.

Fluency depends on proficiency in all four skills of literacy: speaking, listening and understanding, reading, and writing. Each student's scores in those four modalities on the NYSESLAT help direct the instruction in their ESL classes. The data patterns of these scores show that our ELL students tend to follow the norm for second language learners, namely, they are stronger in the receptive skills (listening and reading) when they are at the beginning English proficiency level. As they move into the intermediate and advanced levels of proficiency, their production skills (speaking and writing) become better developed.

Beginning-level ELLs who are non-English-speakers are helped with decoding and reading sight words, and sometimes with alphabet recognition and writing, plus the basic grammar and vocabulary that will help them begin to function in class and in school. As the ELLs' English develops, they are exposed to increasingly complex instructional material as well as literature and documents, study and research methodologies, technology and all the other academic skills and content-area mastery they need to succeed.

To ensure that academic rigor is a factor in the ESL classrooms, the instruction will not be simplified. Instead, it is closely guided by, and adheres to, the same curriculum used in the monolingual classrooms. All ELLs are held to the same high standards as the rest of the school population. The ESL teacher communicates with the monolingual teachers school-wide to promote the academic advancement of all our students. They communicate with each other on a regular basis to discuss issues, progress, and suggestions about the use of English in all subject areas.
Results of the tests taken by the ELLs – including periodic assessments -- are analyzed by the ESL teacher and input is given to their other subject-area teachers to help drive instruction and differentiation. Students' native languages are only used in other classrooms when a teacher speaks Spanish. In the ESL classroom, however, the teacher can converse and explain in French and Spanish. She encourages students in the same language groups to work together, translate for each other, and generally support each other. Until they are able to write in English, they are allowed to express themselves in their native languages.

There is no dual language program at MS 354.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here
We do not have a dual language program.

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here
Our ESL teachers attend professional development workshops and make turnkey presentations to other members of the faculty. New general education classroom teachers are mandated to receive six hours of professional development in ESL materials and teaching strategies. The are sent to workshops that focus on cultural sensitivity as well as ESL standards, teaching techniques, and assessments. They learn and practice critical thinking and hands-on activities such as the jigsaw reading and writing models, think/pair/share, "novel ideas only," and other QTEL techniques – all of which our ESL teacher practices herself. At MS 354, we design professional development that prepares all teachers to serve our linguistically diverse population. The ESL instructional facilitator from the network has and will continue to provide professional development for staff around ESL mandates, strateies and instruction. The facilitators also work with the ESL teachers and administrators one on one and together to plan for logistical and standard -baesd instruction. All professional development have inbuilt segments on how to apply to ESL students.

E. Parental Involvement

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

Paste response to questions 1-4 here
Parents of our new ELLs are invited to an orientation meeting with the ESL coordinator to discuss their choice of three programs offered by the DOE – transitional bilingual education, dual language, and freestanding ESL. Because we only offer a free-standing ESL program to our students at MS 354, any parents who would prefer that their children attend Transitional Bilingual Education (TBE) classes, or that they go to a Dual Language school, will be referred to such a school within the District 17, if possible. No parent has ever asked for their child to be

transferred, but have all been satisfied to place them in our ESL program.

Parents of returning ELLs are informed of their child's score and proficiency level, as earned on the New York State English as a Second Language Achievement Test (NYSESLAT), administered at the end of the previous school year. In the same letter, they are assured that their child will continue in our ESL program. These letters are sent to the parents by certified mail, and returned by the student or the parent in person. None has ever gone astray!

Our ESL teacher stays in touch with the parent of the ELLs, often asked for advice on how to find their way to services in the community, for example, ESL programs for adults like themselves.

At our school, parent involvement is defined as having an awareness of and involvement in schoolwork, understanding of the interaction between parenting skills and student success in schooling, and a commitment to consistent communication with educators about student progress. Parent involvement positively affects students' academic and social success. It not only leads to improved educational performance but also fosters better classroom behavior, improves school attendance, increases support for schools and improves students' emotional well-being. Parents who participate in decision making, experience greater feelings of ownership and are more committed to supporting the school's mission. This creates a better understanding of roles and relationships among the parent-student-school triad. .

Parents are an integral part of operations at our school. As equal partners, parents are not only relied upon to reinforce the various lessons that are taught in school, but also to contribute to the formation of the school's Comprehensive Education Plan (CEP). Based on their responses in focus groups, the school's goals and missions are developed.

The Parent Coordinator in the capacity of family- school liaison is charged with the responsibility of building a positive working relationship with the members of the school community, including the Principal, parents, teachers and students. As a conduit, he has to be accessible to all parents in their search for information about their child's school, the system in general, or for issues and concerns which need to be addressed at the school. He's expected to develop and implement effective outreach strategies to engage parents in their children's education. It is therefore necessary for the Parent Coordinator to be well-trained and fully aware of all available resources to make informed decisions.

To effectively perform this role, the parent coordinator is not just seen as a "trouble shooter" but as a key link in the school's administration. He's empowered with the authority to support, discipline and teach students. The nature of the position is such that the parent coordinator is many times required to assist in many of the non-teaching aspects of students' daily lives. Through this involvement the parent coordinator strategically builds relationships with relevant community organizations in support of students and families, and serves as the liaison with parents and community-based agencies on issues relating to adolescent development. One critical area of middle school students' life is the transition from elementary to middle school. Middle school parents need support during this transition just as middle school students do. To both aid in the transition process for sixth graders and to welcome new students, the parent coordinator may have a picnic, barbecue, bus ride etc. and introduce parents to one another so they can support each other. This would be followed up with a workshop on behaviors and expectations.
We partner with the GED program currently and publicize this service to ELL and all parents. We are researching other partnerships.
We evaluate parents needs throgh survey at PTA meetings, Open school, high school nights, and through the parent coordinator.We plan workshops based on needs and on our capacity to provide services.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

Advanced (A)							5	1	1					7
Total	0	0	0	0	0	0	9	4	7	0	0	0	0	20

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening/ Speaking	B									1				
	I								1	1				
	A							4	1	1				
	P							2	1	1				
Reading/ Writing	B									2				
	I							2	2	1				
	A							4	1	1				
	P													

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	2		1						3
NYSAA Bilingual Spe Ed									0

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

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

Chinese Reading Test								

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

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

Paste response to questions 1-6 here

Because we are a middle school, the early literacy skills of our students who enter the NYC DOE before our lowest grade, the 6th, are assessed by another school and given an ESL proficiency level. When a newcomer enters MS 3354, s/he is immediately given the LAB-R and if Spanish-speaking, the Spanish LAB, and his/her proficiency is established. During the school year, we use DRA and SRA tests to establish levels of reading comprehension, and the ESL teacher confers with the students' other teachers about the students' abilities and needs.

Fluency depends on proficiency in all four skills of literacy: speaking, listening and understanding, reading, and writing. Each student's scores in those four modalities on the NYSESLAT help direct the instruction in their ESL classes. The data patterns of these scores show that our ELL students tend to follow the norm for second language learners, namely, they are stronger in the receptive skills (listening and reading) when they are at the beginning English proficiency level. As they move into the intermediate and advanced levels of proficiency, their production skills (speaking and writing) become better developed.

Beginning-level ELLs who are non-English-speakers are helped with decoding and reading sight words, and sometimes with alphabet recognition and writing, plus the basic grammar and vocabulary that will help them begin to function in class and in school. As the ELLs' English develops, they are exposed to increasingly complex instructional material as well as literature and documents, study and research methodologies, technology and all the other academic skills and content-area mastery they need to succeed.
To ensure that academic rigor is a factor in the ESL classrooms, the instruction will not be simplified. Instead, it is closely guided by, and adheres to, the same curriculum used in the monolingual classrooms. All ELLs are held to the same high standards as the rest of the school population. The ESL teacher communicates with the monolingual teachers school-wide to promote the academic advancement of all our students. They communicate with each other on a regular basis to discuss issues, progress, and suggestions about the use of English in all subject areas.

Results of the tests taken by the ELLs – including periodic assessments -- are analyzed by the ESL teacher and input is given to their other subject-area teachers to help drive instruction and differentiation. Students' native languages are only used in other classrooms when a teacher speaks Spanish. In the ESL classroom, however, the teacher can converse and explain in French and Spanish. She encourages students in the same language groups to work together, translate for each other, and generally support each other. Until they are able to write in English, they are allowed to express themselves in their native languages.

There is no dual language program at MS 354.

Additional Information

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

Additional Information
Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/7/11
	Assistant Principal		1/7/11
	Parent Coordinator		1/7/11
	ESL Teacher		1/7/11
	Parent		1/7/11
	Teacher/Subject Area		1/7/11
	Teacher/Subject Area		1/7/11
	Coach		1/7/11
	Coach		1/7/11
	Guidance Counselor		1/7/11
	Network Leader		1/7/11
	Other		

	Other		
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:
- *All* Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	236,734.00	54,469.00	291,203.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,367.00	544.90	2,911.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,836.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	23,673.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____100_____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

- Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP),** which includes the **School-Parent Compact.**

Explanation – School Parental Involvement Policy*:* In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Parent Involvement Policy 2010-2011

At our school, parent involvement is defined as having an awareness of and involvement in schoolwork, understanding of the interaction between parenting skills and student success in schooling, and a commitment to consistent communication with educators about student progress. Parent involvement positively affects students' academic and social success. It not only leads to improved educational performance but also fosters better classroom behavior, improves school attendance, increases support for schools and improves students' emotional well-being. Parents who participate in decision making, experience greater feelings of ownership and are more committed to supporting the school's mission. This creates a better understanding of roles and relationships among the parent-student-school triad.
Studies have shown that parent involvement is critical to the educational success of a young adolescent and yet generally declines when a child enters the middle grades (Epstein, 2005; Jackson & Andrews, 2004). The transition from elementary school to middle school is not only difficult for the students but for their parents as well. They are grappling with "their little ones" growing up, dealing with adolescent issues and extra homework etc. There are also significant safety and security concerns (gangs, drugs, peer pressure, getting lost, bullying) especially for those parents whose children live a distance from school. Too many parents do not have a voice in traditional groups such as the PTA, either because they feel unwanted, not welcomed or believe they lack the skills to help. In many low-income, high poverty school districts, many schools do not initiate any efforts to increase the involvement of parents in their children's education. The possibility of underachieving is greater for students of families that did not experience acculturation and upward mobility. Some parents (especially those of foreign descent) may not have had the experience needed to help their children succeed. When these issues are added to everything else that's going on in a parent's life, parent involvement declines significantly. According to a 2003 Education Week, national survey, "Family involvement in middle and high school students' education," nationally, in fourth grade, 89% of students are in schools where more than half of parents participate in parent-student conferences, but this declines to 61% in eighth grade."

The successful middle school is cognizant of these issues. The unique strengths and resources that parents and community partners bring to the school should be effectively welcomed and mobilized. In schools and districts where parents are strongly involved in school, parents also rate their teachers more highly, and teachers' job satisfaction improves. Such schools also enjoy a better reputation in their districts and communities.

Parents are an integral part of operations at our school. As equal partners, parents are not only relied upon to reinforce the various lessons that are taught in school, but also to contribute to the formation of the school's Comprehensive Education Plan (CEP). Based on their responses in focus groups, the school's goals and missions are developed.

The Parent Coordinator in the capacity of family- school liaison is charged with the responsibility of building a positive working relationship with the members of the school community, including the Principal, parents, teachers and students. As a conduit, he has to be accessible to all parents in their search for information about their child's school, the system in general, or for issues and concerns which need to be addressed at the school. He's expected to develop and implement effective outreach strategies to engage parents in their children's education. It is therefore necessary for the Parent Coordinator to be well-trained and fully aware of all available resources to make informed decisions.

To effectively perform this role, the parent coordinator is not just seen as a "trouble shooter" but as a key link in the school's administration. He's empowered with the authority to support, discipline and teach students. The nature of the position is such that the parent coordinator is many times required to assist in many of the non-teaching aspects of students' daily lives. Through this involvement the parent coordinator strategically builds relationships with relevant community organizations in support of students and families, and serves as the liaison with parents and community-based agencies on issues relating to adolescent development. One critical area of middle school students' life is the transition from elementary to middle school. Middle school parents need support during this transition just as middle school students do. To both aid in the transition process for sixth graders and to welcome new students, the parent coordinator may have a picnic, barbecue, bus ride etc. and introduce parents to one another so they can support each other. This would be followed up with a workshop on behaviors and expectations.

Too many parents of middle school students are unaware of what their children are learning. They don't know the school's policy, vision, motto, or mission statement. Sometimes they are unsure of their child's class or grade. The parent coordinator is challenged to provide all parents with meaningful and engaging ways to become part of the school community and develop a sense of belonging at the school. This can only be done if parents are embraced as true partners from the start. The expectations, mission, vision and roles of each member of the parent-student-school triad have to be clearly communicated. All common barriers to communication and partnership with parents have to be removed and replaced with multiple strategies of communication. Making the middle school experience meaningful and offering multiple opportunities for parent participation is fundamental to school success.

The annual review for our Parent Involvement Policy will be done on May 19, 2011 during the scheduled PTA meeting.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The City of New York Department of Education

Community School District 17

The School of Integrated Learning
Middle School 354
1224 Park Place, Brooklyn, New York 11213
718-774 0362 Fax: 718/467-4522 Fax: 718-774 0521

Monique Campbell, Principal
John Samerson Assistant Principal
Betsie Green, Curriculum Supervisor

SCHOOL-PARENT COMPACT

The School of Integrated Learning - MS 354, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010 – 2011

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The School of Integrated Learning - MS 354 will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

   Based on scientific research, the amount and quality of learning time will increase by using effective instructional strategies (such as extended day/AIS program, before- and After-school programs for core subjects i.e. mathematics, ELA, science and Social Studies);

   Provide instruction by highly qualified professional staff.

   Provide for high quality and on-going professional development for all staff, including teachers and para -educators, principals, and clerical/administrative and parents to enable all children to meet the state's student performance standards.

   Include teachers in the decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.

   Ensure that students who experience difficulty mastering the City or State's standards will be provided with effective, timely additional assistance.

2. **Hold parent-teacher conferences (at least twice annually)**

   Fall Parent teacher- conference will be held in November 2010, from 1:00 PM until 3:00 PM and 5:30 PM until 8:00 PM. Spring parent-teacher conference will be held in February 2010, from 1:00 PM until 3:00 PM and 5:30 PM until 8:00 PM

3. **Provide parents with frequent reports on their children's progress.**

   The school will provide parents with reports (report cards) at the Fall and Spring parent-teacher conferences. At the end of each marking period parents are also provided progress reports on their children.

4. **Provide parents reasonable access to staff.**

   Staff members will be available for consultation with parents during their Professional Period or Prep. The Parent Coordinator is available to meet with all parents to troubleshoot or facilitate their issues and concerns.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities**:

   Parents may make a request from the class teacher. They may volunteer as tutors, with individuals or small groups, during read aloud or act as aides (supervise) during individual reading, project time or other independent work periods

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch*.
- *Volunteering in my child's classroom*.
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*

• *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

The School of Integrated Learning – MS 354 will further:
1. Involve parents in the joint planning, review, and development or improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time that is convenient to parents, and will offer alternate/additional times, such as in the morning or evening, so that as many parents as possible are able to attend. All parents will be encouraged to attend this very important meeting.
3. Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. This information will include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
4. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
5. Provide to each parent an individual student report about the performance of their child on the State assessment in the four core subjects i.e. Math, English language arts Science and Social Studies.
6. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. **A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**

See "Needs Assessment" in Section IV

We track our students' performance by mainly using exam data. As it relates to students' performance on the citywide or state exams, students are expected to perform at or above a level 2 in order to be considered as performing at an acceptable academic level. A review of the exam data for the past few years revealed the following trends in the students' performance:

- Many students who are currently performing at level 2, have been doing so for many years with some minor variations in raw scores within that range
- The majority of students tend to make the same errors on these exams. For ELA, the students' challenge relates to reading comprehension and transfer of information to reading or writing responses. On the other hand, the students' challenge on the math exams points directly to their comprehension and application of some of the basic math skills. Also, many of the students have some measure of difficulty with problem solving on the extended and short response section of the exam.
- For the students who fail both exams, the margin of error is between 0.2 and 0.5 of the passing score (level 2)
- The students tend not to give the citywide exams the same level of significance as the state exams. Therefore, for many students their scores are sometimes not a true reflection of their performance as indicated during class.

We are constantly doing analysis of exam data to identify these trends so that we can make educational decisions that will make improvements for the benefits of the students.

2. **School-wide reform strategies that:**

Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Persistently failing students will receive multiple services. . Additional funding would provide the much needed multiple fulltime providers. Teachers whose schedules are not at maximum are scheduled for AIS services for these persistently failing students. The 150 minutes of extended time are being used to target those students. They will be grouped together for high impact instruction. They will form the core group to be targeted for the Inquiry Team's microscopic inspection. For these students guided reading will be a targeted instructional strategy to boost reading acumen. The Wilson Program, will continue to be used in SE classes and test taking strategies will be taught using Kaplan as well as other skills based support instruction. After school and Saturday Academies are also to be used to help provide scaffolding for these

students. These programs will utilize data driven instruction coaching to address skills and test taking strategies in math, literacy and social studies.

Considering the social dynamics of the students in this targeted group, guidance will target these students for counseling – individually and in groups. The Parent Coordinator will hold sessions with the parents of these students providing opportunities for workshops to address areas of greatest deficits. The vision and mission of the school are being used as teaching tools in advisory classes in order to promote positive personal expectations. School aides and security are posted at strategic points to prevent truancy and cutting. The uniform policy is being enforced in order to cut down on the harassment and insecurity associated with "street clothes". The seniors have a "senior shirt". All these social, environmental and academic interventions are strategically planned to be proactive in helping this group. Students will be tracked. A binder of intervention strategies/implementation/results is kept to provide data for analysis/use to support teachers and students.

- Keep abreast of best practices so that teachers are engaged in delivering high quality instruction.
- Support staff in delivering data differentiated instruction
- Use rigorous curriculum school wide

- Once students have been identified as needing support i.e. SETTS, AIS, the coaches, AIS, SETTS, ESL teachers and guidance counselor will provide the interventions by "pushing in" in all subject areas wherever feasible..

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
- **Help provide an enriched and accelerated curriculum.**
- **Meet the educational needs of historically underserved populations.**
- **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
- **Are consistent with and are designed to implement State and local improvement, if any.**

a) The schedule implemented at MS 354 is carefully designed to cater to the needs of the students. Students in grades 6th and 7th receive 90 minutes of mathematics and 90 minutes of ELA daily. This allows for the implementation of a daily math and literacy which allows for enough time to cater to the needs of the students, especially as the majority of them are scoring at either level 2 or 3. All students are also involved in the extended time program where only ten students are placed with one teacher for the fifty

minute period, allowing for more individualized instruction. Students are assigned four periods of physical education per week, more than the required number of sessions required, and this is primarily to meet the needs of the large male population at the school. Studies show that students need much recess in order to do well in their other subjects, thus we are testing that result. There is an advisory program to allow students to talk about social issues that many of them have to deal with on a daily basis. Topics discussed include dealing with peer pressure, managing conflict, accepting each other and differences in each other etc.

3. **Instruction by highly qualified staff.**

Provide professional development to new teachers and other staff
In a survey carried out by the National Education Association, teachers ranked 14 sources of professional development with respect to the knowledge and skills needed in teaching situations. The top four in order were

1. Direct experiences as teachers
2. Consultation with other teachers
3. Study and research pursued on one's own

4. Observation of other teachers

Wherever possible, all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and Teacher Center technical assistance.

4. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.**

Provide professional development to teachers and other staff
In a survey carried out by the National Education Association, teachers ranked 14 sources of professional development with respect to the knowledge and skills needed in teaching situations. The top four in order were

4. Direct experiences as teachers
5. Consultation with other teachers
6. Study and research pursued on one's own
7. Observation of other teachers

With this in mind professional development will involve a balance of training, content learning and collegial support. Opportunities will be provided for inter-visitations, for planning and for study of current practices in the field. Workshops will be scheduled to provide parents with information in ELA and the content areas to equip them to assist their children a

5. **Strategies to attract high-quality highly qualified teachers to high-need schools**.

Canvass staff from closing schools-with recommendations
Provide high quality support from coaches and consultants
Make our vision public
Frequent hiring halls
Build relationships with colleges
Participate in high quality ongoing pd- for leaders and principal cabinet
Keep up with best practices
Principal in collaboration with the Integrated Service Center will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.
Principals in collaboration with the Integrated Service Center work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

6. **Strategies to increase parental involvement through means such as family literacy servi**ces.

At the School of Integrated Learning – M.S. 354 we embrace parents as equal partners in educating their children. We are also cognizant that the more involved they are with their children, the fewer discipline problems students will have and the more engaged and attentive they will be in class. In light of that, the school provides multiple opportunities for all families to be involved in their children's education at home and at school. The school also has a family liaison (Parent Coordinator) responsible for promoting family involvement and school-family-community partnerships.

Parent involvement activities include the following:

- Teachers will:

- Call the parents directly to invite them to meetings and other school activities.
- Send an email reminder (where applicable).
- Call the day before to remind
- Make home visits where appropriate and/or necessary.

- Have students personally invite their parents to PTA meetings and other school activities or functions. The class with the best attendance will be rewarded with a pizza party.
- The PTA and Parent Coordinator will reach out to parents using the social networking sites e.g. Face book and Twitter.
- Encourage teachers to visit parents at home at least twice per year with each meeting lasting between 30 and 90 minutes depending on the parent's schedule. Ideally, the first visit will occur early on in the school year in order to meet the parents and begin that child-centered relationship that's focused on investing in the parent and child's life. Teachers will share information about the child's educational progress with the parents as well as suggestions for parents to help the child at home.
- Family Literacy Night will be hosted at least four times per year covering the four core subjects i.e. ELA, Mathematics, Science and Social Studies.

7. **Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school prog**rams.

NA

8. **Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional progra**m.

MS 354's cabinet comprises the principal assistant principal, curriculum coordinator, the guidance counselor, the math and literacy lead teachers. This body of the school makes decisions regarding operational and educational issues. Once an issue about assessment is discussed at this meeting, the information is disseminated to the rest of the staff in a weekly communication, at grade or common planning meeting or at faculty conference.

All students participate in the DYI Assessments and other in-house tests given by the school. Once scores are received, they are reviewed and analyzed to determine their use to drive instruction. All teachers are involved in this analysis and the follow up plans. Teachers meet in subject groups to determine the best approach, the corresponding materials and the personnel responsible. Other ways to fully include all staff are:

- Collaborative Team meetings
- Establishing PLC
- Using faculty and grade meetings as instructional planning times
- Establishing goal setting meetings with teachers and timelines for goals assessments
- Involve staff in data workshops around student assessments

- Establishing time lines for school wide assessments
- Creating common assessments
- Create school goals collaboratively around school need assessment
- Making school goals public
- Establishing academic routines around school goals
- Agreeing and establishing school mores

9. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

- Data driven differentiated instruction
- Developmental reading assessment 3 xs per year- entry point, mid year and year end
- Quarterly writing benchmarks
- Benchmarks in every subject area
- Portfolio assessment timeline
- AIS in target areas
- Corrective reading and reading enrichment
- Pullout or in class wring scaffolding
- On line AIS

In September all incoming 6th students are given as math and reading test to assess student their academic needs. Based on performance on this test they are matched with a teacher whom we believe may be best suited for their academic needs. The school has employed two staff members to work in academic intervention, one in mathematics and one in literacy. These staff members thoroughly review student performance and work out an intervention plan in consultation with the classroom teacher. Services may be in the form of push in or pull out, depending on the needs of the students.

Professional development workshops are also held to inform classroom teachers on how to implement differentiated instruction in the classroom to cater to the particular needs of students in need of academic intervention services. Teachers who do not carry a full twenty five period program are also assigned the additional periods for AIS. The extended time gained from the UFT contract is also strategically broken into three 50 minute session to allow teachers to spend quality time with students. Students are also matched with teachers and placed in these classes based on their specific area of need.

The school has also implemented an extended day reading, science social studies and math program to provide students with additional instruction in mathematics and ELA.

10. **Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**
    - ❖ Continue partnership with police youth organization to teach the GREAT program
    - ❖ Continued fitness programs

Violence prevention programs will continue to be conducted. We will continue the GREAT program to teach students how to be resilient against gangs, drugs and violence. The collaboration with the police youth department will continue so that the students will benefit from the GREAT program taught by a police officer. The leadership program will continue to teach leadership and decision making skills. The physical education program and science curriculum will address nutrition directly including health, body-mass index. The guidance counselor will address these subjects as well. The school will continue its career day initiative which will be a segment across all curricula to address job preparedness and career choice.

We will continue to use the office of the parent coordinator to provide training in literacy and other subject areas to parents, especially in relation to how they can help their children to succeed in school.

Section II: "Conceptual" Consolidation of Funds in a Title I School wide Program (SWP)

Explanation/Background:

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

Consolidating funds in a School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 School wide 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.

Most, if not all, School wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school wide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's School wide Program, the amount each program contributes to the consolidated School wide 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)*	**Program Funds Are "Conceptually"[1] Consolidated in the School wide Program (✓)**			**Amount Contributed to School wide Pool** *(Refer to Galaxy for FY'11 school allocation amounts)*	**Check (✓) in the left column below to verify that the school has met the intent and purposes[2] of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.**	
		Yes	**No**	**N/A**		**Check (✓)**	**Page #(s)**
Title I, Part A (Basic)	Federal	✓			198,856,000.00	✓ Academic Intervention Services	28-30
Title I, Part A (ARRA)	Federal	✓			53,924,000.00	✓ AIS	28-30

[1] **Reminder:** To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

[2] **Note**: The **intent and purposes of** the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School wide 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title II, Part A	Federal			N/A	-		
Title III, Part A LEP	Federal			N/A	-		
Title IV	Federal			N/A	-		
IDEA	Federal	✓			149,530.00	✓ Related services	28-30
Tax Levy	Local	✓			1374,882.00	✓ Instructional services	13-24