



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE SCHOOL OF INTEGRATED LEARNING

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K354

PRINCIPAL: MONIQUE CAMPBELL EMAIL: MCAMPBELL3@SCHOOLS.NYC.GOV

SUPERINTENDENT: BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Monique Campbell	*Principal or Designee	
Betty Nieves	*UFT Chapter Leader or Designee	
Cheryl Ann Welch	*PA/PTA President or Designated Co-President	
Gwen Grant	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Keisha Ramrattan	Member/Teacher	
Kimani Smith	Member/Teacher	
Jachita Henderson	Member/Parent	
Desmond Henderson	Member/Parent	
Edith Robinson	Member/Parent	
Gaytrina Odom	Member/Parent	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1: Goal Setting

Description/Overview

To build on the school's goal setting process in order to extend the analysis of assessment data to inform and set differentiated goals for struggling students.

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

In the 2011-2012 school year...

- 100% of students will be involved in goal setting based on analysis of assessment data
- 100% of teachers will use assessment data and students' goals to set differentiated goals for all students especially struggling students, SWD and ELLs.
- At least 50% of students performing at levels 1-2 will show improvement in ELA and math as evidenced in 3 out of 5 assessment data sources (HSST grades, unit tests, state tests, Acuity assessments, DRA, SRA Mastery tests).
- At least 20% of students at levels 3 and 4 will show improvement in ELA and math as evidenced in assessment data sources (HSST grades, unit tests, state tests, Acuity assessments, DRA, SRA Mastery tests).
- .

Comprehensive needs assessment

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

There was a 19 point drop in student performance in math in the 7th grade. The QR draft suggestions indicated that goal setting needs to be a focus for the school. SWD did not make AYP in math and ELA General Education students did not make AYP in math.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - ❖ Professional development on all instructional expectations both in house and externally.
 - ❖ 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
 - ❖ Create school goals collaboratively around school need assessment
 - ❖ Making school goals public
 - ❖ Provide new staff with teacher mentors and regular new teacher meetings
 - ❖ Creating opportunities for intervisitation
 - ❖ The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
 - ❖ Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and

provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a)Strategies/activities that encompass the needs of identified student subgroups,

- Facilitate PD for teachers to support goal setting protocols, strategies and format for students' goals.
- Revisit the 2010-11 Quality Review results especially the recommendations regarding goals and differentiation in order to strategize ways of embedding the QR rubric into the school's systems and processes
- Use common planning time to analyze assessment data collaboratively in order to plan an integrated approach to differentiating instruction, curricula and assessment for struggling students(holdovers, students performing at low level 2 and level one, ESL students, overage students)
- Unpack the QR Rubrics and plan collaboratively instructional strategies to infuse them in daily lessons
- Put systems and processes in place to have teachers review goals after each benchmark and have students modify or create new goals
- Put systems and processes in place to have teachers use common planning time to incorporate student goals in planning differentiated instruction
- Use morning grade line up and assemblies to introduce and emphasize the importance of goals and the place of goals in concretizing a community of learners.
- Classroom teachers use first days of classes with students as workshop days for goal setting.
- Grade goals to be published in modules and classrooms.
- Grade goals to be used as prototypes and exemplars for students' goals.
- Assessments- DRA'S, benchmarks, tests in all subject areas to be used as basis for students' goals.
- Tenets of PBIS to be used as basis for assessing social goals
- Students' goals inserted in students' academic portfolios.
- Students' set SMART goals (specific, measurable, accountable, realistic and timely) – modeled on PPR and CEP goals

b)Staff and other resources used to implement these strategies/ activities

The curriculum coordinator will have direct responsibility to coordinate the professional development activities. Lead teachers will turnkey and model and plan with new teachers. Teacher mentors will support new staff. Network instructional facilitators will be utilized for PDs and other necessary support.

c)steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

Teachers are members of the principal's cabinet. In weekly meetings the type, use, effectiveness of assessments are discussed. Teacher teams meet weekly to plan and evaluate assessments. Teachers plan scope and sequence and assessment of curricula collaboratively. Teachers meet weekly to examine student work and the thinking demonstrated and to decide next steps in the process. Grade leaders meet with the principal to discuss grade concerns inclusive of assessments and instructional strategies.

d) timeline for implementation

September to June. There will be 3 major goal setting times- after each benchmark and in September. After each unit goals conferencing will be conducted between teachers and students.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Our school will encourage school-level parental involvement by:
- Involving parents in conversations about career goals and academic goals with their children
 - Hosting parent informational goal setting session
 - Having goals available for parent conferences

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Maintaining a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Have students complete goals with parents for homework
- Share the goals created in class publicly

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- We are using the partnership with our community partners to support our work with the CCLS. Through NYCARES we have been able to use a volunteer attorney to offer students tutorials in argumentative and persuasive writing two days per week. Additionally, we also partner with Hip-Hop For Life to provide students to discuss and work through social issues and use those conversations to support the development of ideas for writing. We also use opportunities to have students research and write responses to essay competitions from such organizations as ABENY. Our partnership with the PENCIL organization has also afforded us the opportunity to work with the engineering firm ARUP to use our integrated curriculum to create a practical product, which will be the sound proofing of the music room.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title 1 SWP(Title1 5% Highly Qualified) to fund PD sessions; Contract for Excellence for dedicated instruction; Fair Student Funding for teaching staff and Tax Levy IEP teacher; ARRA RTTT Data for Inquiry work

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2 **PBIS –Positive Behavior Interventions and Supports**

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

Description/ overview

To embed PBIS in the school's culture in order to improve positive behavior by instilling positive interactions among students

Goal: By June 2012, 90% of students will...

- Demonstrate the tenets of the PBIS system
- 50% of students will be involved in the House system incorporating the PBIS tenets
- There will be at least 2 %decrease of Superintendent and principal suspensions

Comprehensive needs assessment

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

In the school's Learning Environment Survey, in the area of school safety, student responses scored in the red zone indicating low satisfaction and showing a downward trend from the previous year. The school had 14 superintendent's suspension. Since research and our own past practice tell us that there is a direct relationship between behavior and student performance and in light of the fact that the 7th grade had fallen 19% below the previous year's performance rate in math and that SWD students have not made AYP in math and ELA and the general education students did not make AYP in math. This goal is critical for strengthening behavior through a systematic program to promote positive behavior.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
strategies/activities that encompass the needs of identified student subgroups,
 - Teachers will revisit, evaluate, and revise the school wide PBIS matrix and curriculum map in keeping with the needs and focus of the school
and in order to prioritize topics and units and streamline the schedule of formal classes
 - A PBIS team will be reorganized and remobilized. This team includes the guidance counselor, dean. School aides, teachers and parent volunteer

- PBIS will be reconvened in each module in order to reintroduced PBIS and reenergize students' interest in positive behavior
- The school store will be re-introduced as an incentive for positive behavior
- The House System will be extended to 7th grade as part of PBIS
- A teacher will facilitate professional development sessions for the incorporation of the House system into PBIS
- PBIS goals are posted in the hallways and classrooms
- PBIS tenets are addressed in morning line-ups and in all classes
- Teachers will review components of PBIS in classrooms daily and use PBIS in addressing students' behavior
- The Week Ahead will be used to keep PBIS in the forefront of our community thinking
- Grade leaders will meet regularly with their cohorts to assess progress and next steps in the implementation of PBIS
- Each class will have guidelines for expected behaviors posted
- Grade goals reflect PBIS
 - b) staff and other resources used to implement these strategies/activities,
Teachers, guidance, office staff will all be involved along with administrative staff
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
The strategies span the school year-from September to June

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP

- Hold informational session for parents regarding PBIS
- Make PBIS presentation in PTA meetings
- Send home information on PBIS initiatives
- Invite outside agency to conduct professional development for parents
- Ensure that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year
- Parent volunteers will be sought to assist and become members of the PBIS team

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
Professional development is the chief means of ensuring that all teachers become highly qualified. The school will make provisions for staff to be trained in every initiative which promotes positive behavior. A curriculum for PBIS has been developed which is strategic and focused at addressing all the principles of positive behavior and which gives teachers the tools to provide students with direct instruction in PBIS. Expert teachers in the House System as a behavior and academic strategy will be supporting other staff in the implementation of this strategy. Additionally, the administrators and a team of teachers are involved in the recruitment process. Teachers are sent to scout hiring halls and identify suitable candidates to suit our demographics and student needs. These recruited staff members are then invited for demo lessons, walkthroughs, as well as the rigorous reference and experience checks.

- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- We are partnering with the mayor's service learning organization to conduct boys and girl groups in emotional, mind /body wellness program in 8 weeks cycles. We also partner with hip-hop for life targeting students whose housing is uncertain and offering classes twice weekly in social/ emotional and leadership development. The NYCARES organization also hosts sessions in theatre and drama for all interested children.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- TL Fair Student Funding for dean's position
- TL Mandated counseling and guidance counselors position
- TL Fair Student Funding/Title1SWP to fund school aide position
- TL Fair Student Funding, Title1SWP, Title 1 IEP Teacher Funding for teaching staff

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3 Common Core Learning Standards

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

Description/ Overview

To embed the CCLS and engaging instruction for students in order to increase and maintain rigor and engagement in instructional process and support student learning

Goal: By June, 2012 100% of Core Curricula teachers and at least 50% teachers of other subjects will be using the Common Core to drive the instructional process.

Comprehensive needs assessment

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

Students with disabilities did not make AYP in ELA and math. General education students did not meet AYP in math. The majority of our students are in the level 2 performance range. In the first comprehensive writing prompt, 90% of students across the school scored at levels 1 and 2.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: strategies/activities that encompass the needs of identified student subgroups,

- Administrators, Coaches and Lead Teachers will attend the professional development that is being provided by our network, CFN 602, in support of the Common Core State Standards and the alignment of the performance tasks.
- Administrators, Coaches and Lead Teachers will turnkey information gleaned from the Network PD sessions.
- In September engage staff in revisiting the Common Core Learning Standards with the goal to unpacking the objectives of the standards
- Teacher teams revise and modify the summarized objectives of the CCLS as they apply to lesson planning to ensure they result in rigorous Performance tasks especially in ELA and Math
- Teacher teams will become familiar with descriptive features required of all performance tasks. They will acquire and plan for the scaffolds needed to strategically teach specific skills and language. Teachers will use culminating performance tasks guided around the use of Universal Design for Learning principles for each task. They will analyze the resulting student work to continue the cycle of inquiry.
- Teachers will work in collaborative teams to look closely at current student work utilizing CCLS aligned rubrics and Depth of Knowledge Model to identify the steps needed to reach the level of performance that the Common Core State Standards demand and beyond as the staff plans lessons around the standards.
- Revisit the book lists for independent and guided reading focusing on ELLs ,SWD and struggling learners using more non- fiction

literature especially related to Science topics

- Continued professional development on Webb's Depth of Knowledge which will enhance rigor and engagement
- Involved non-core teachers in the study of the standards with the goal of their inclusion in lesson planning
- Continue to integrate all subject areas in a cohesive curriculum which embeds the common core standards and provides a commonality of language, assessment applications and activities for students and which help to build a professional learning community.
- Subject teachers will incorporate the integrated curriculum in regular lessons to encourage advance accumulation of knowledge
- Teachers will engage all students in rigorous Common Core-Aligned tasks, embedded in well-crafted instructional units in English Language Arts and Math use a variety of instructional material including DOK, Universal Design for Learning, tasks-specific supports for English Language Learners and students with disabilities.
- Administrators, Coaches and Lead Teachers will provide ongoing professional development for staff in deepening the use of a variety of technological media in the instructional process and to release the operation of hardware to student
- Continue to support teachers in using a more student centered approach in the teaching learning process Continue to support teachers in using a more student centered approach in the teaching, learning process.
- In addition we will begin to utilize a research based Framework for Teaching, as a tool for developing reflective teaching practices and further enhance the growth of a professional learning community.
 - a) staff and other resources used to implement these strategies/activities,
The network personnel and other resources will be utilized for professional development for all staff. The DOE's Common Core website and library will be used for the professional development opportunities, the videos which will be used to train staff, the CCLS aligned bundles and units to teach students in a manner which addresses the city's instructional expectations. We will present professional development on the city's Instructional Expectations; Danielson's Framework will be used as professional development resource and for study groups. The curriculum coordinator, lead teachers and administration will provide professional development and facilitate study group.
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Teachers are members of the cabinet; teachers are involved in the recruitment of new staff; in one to one meetings teachers give their opinions and preferences of collaborative partners; teachers are involved in walkthroughs and debriefs and they are also members of SLT.
 - c) Timeline for implementation.
September to June

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our school will encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Holding a Common Core conference for parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

We will incorporate Common Core Standards as part of the repertoire of issues to discuss at hiring interviews. Professional development which is strategically geared at analyzing and understanding and teaching to these standards will be a focal point of our professional development plan. Teachers will be sent to externally facilitated professional development opportunities as well as participate in school facilitated professional development opportunities.

In addition we will...

- 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 professional development for leaders and principal cabinet
- Keep up with best practices
- Principal in collaboration with the network 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.
 - The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
 - Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We are using the partnership with our community partners to support our work with the CCLS. Through NYCARES we have been able to use a volunteer attorney to offer students tutorials in argumentative and persuasive writing two days per week. Additionally, we also partner with Hip-Hop For Life to provide students to discuss and work through social issues and use those conversations to support the development of ideas for writing. We also use opportunities to have students research and write responses to essay competitions from such organizations as ABENY. Our partnership with the PENCIL organization has also afforded us the opportunity to work with the engineering firm ARUP to use our integrated curriculum to create a practical product, which will be the sound proofing of the music room.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title 1 SWP(Title1 5% Highly Qualified) to fund PD sessions;
- Contract for Excellence for dedicated instruction;
- Fair Student Funding for teaching staff and Tax Levy IEP TEACHER;
- ARRA RTTT for Data and Inquiry work

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4 **Looking at Students Work**

Description/Overview

To continue to embed a culture of cohesive collaboration in which teachers meet frequently to discuss analyze plan student work. Teachers will be involved in using the inquiry method to examine students' work and provide meaningful rubric- based feedback which further advise student work, goals-setting & student achievement

Goal

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

: In the 2011-2012 school year...

By June at least 90% of teachers will use the protocols for looking at students' work, as evidenced in a 5% improvement in student performing at levels 3&4 as measured through CCLS Performance Tasks, unit tests, assessment data, acuity, and class tests.

Comprehensive needs assessment

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

In unpacking the 2011-12 City-wide Instructional Expectations and the Common Core aligned tasks we saw the gaps between our students' current thinking and the desired thinking reflected in these sources. In the draft of our 2011 Quality Review Feedback, it was recommended that we provide consistent feedback to students with detailed reasons of their successes and clear next steps on specific rubrics to help them set and achieve their goals. Looking at students work can give us the insights necessary to push students' thinking. General Education students did not make AYP in Math and SWD did not make AYP in math and ELA. System-wide processes must be embedded in order to support the changes in student performance that we envision.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
- a)
 - Continued professional development series on the protocols of looking at students' work
 - Continue to use writing process and writing graphic organizers in all subject areas and grades. Continue to upgrade the ELA curriculum and The Integrated Curriculum to make writing a focal point
 - Utilize CCLS aligned math rubrics and Depth Of Knowledge Matrix to maintain rigor in instruction

- Continue to create rigorous CCLS curriculum maps in all core curricular areas making non-fiction and persuasive writing focal points.
- Utilizing the CCLS to uncover the gaps in student learning
- Infuse the Universal Design for Learning into lessons creating multiple access points of entry into the curriculum for SWD and LEP students.
- Offer PD on the use of CCLS aligned rubrics and training students to use the rubrics as a guide to completing quality assignments
- Plan PD sessions where students' work is assessed by groups of teachers with rubrics
- Published examples of students' writing which uses the writing process on bulletin boards
- .Continuation of multiple inquiry teams-re-establish and reactivate teams in September
- Reintroduction of the formal tools for looking at student work collaboratively in common planning
- Use the inquiry method to analyze student needs and plan intervention strategies especially for students performing at levels 1 & 2
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation to increase rigor and effectiveness of instruction

b) All teachers are involved in this initiative. The principal and assistant principals are involved in the planning and implementation of the professional development sessions and in the inquiry work weekly. The curriculum coordinator is involved in the same manner as the administrators. Teacher mentors are providing support for new teachers.

c)

Teachers are members of the principal's cabinet. In weekly meetings the type, use and effectiveness of assessments are discussed. Teacher teams meet weekly to plan and evaluate assessments. Teachers plan scope and sequence and assessment of curricula collaboratively. Teachers meet weekly to examine student work and the thinking demonstrated and to decide next steps in the process. Grade leaders meet with the principal to discuss grade concerns inclusive of assessments and instructional strategies.

d) timeline for implementation

The timeline is September to June

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- We are maintaining a Parent Coordinator to serve as a liaison between the school and families.
- The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
- The Parent Coordinator will also maintain a log of events and activities planned for parents each month.
- We will update parents on the units being studied and invite parents to share their expertise by making classroom presentations or team teaching specific topics with teachers.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Staff is being trained to use protocols of looking at student work. Resources from the DOE Common Core library are utilized in professional development sessions. Teachers are being provided with time and framework for working collaboratively 2 to 3 times weekly. There are weekly inquiry team meetings around looking at students work. New teacher meetings are held every wee which discuss this and other initiatives. These meetings are used for professional development. There is a weekly book study based on best practices and research based strategies.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

We are using the partnership with our community partners to support our work with the CCLS. Through NYCARES we have been able to use a volunteer attorney to offer students tutorials in argumentative and persuasive writing two days per week. Additionally, we also partner with Hip-Hop For Life to provide students with the opportunity to discuss and work through social issues and use those conversations to support the development of ideas for writing. We also use opportunities to have students research and write responses to essay competitions from such organizations as ABENY. Our partnership with the PENCIL organization has also afforded us the opportunity to work with the engineering firm ARUP to use our integrated curriculum to create a practical product, which will be the sound proofing of the music room.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title 1 SWP(Title1 5% Highly Qualified) to fund PD sessions;
- Contract for Excellence for dedicated instruction
- Fair Student Funding for teaching staff
- Tax Levy IEP teacher;
- ARRA RTTT funds for Data and Inquiry work

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	94	94	94	94	80	2		1
7	82	82	82	82	73	2		1
8	84	84	84	84	81	1		1
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>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 SETTS, Guided Reading, and SRA corrective reading as small groups during the day. The academic intervention team makes use of resources such as Study Island, Red Hot Root Words (vocabulary), computer programs such as Brain Pop The objectives are:</p> <p>Student will able to:</p> <ul style="list-style-type: none"> • Work in targeted small groups. • Have one-on-one conferencing • Have increased independent reading time. • Have leveled and guided reading • Have standards-based instruction. • Develop reading/writing strategies • Master complex texts.
Mathematics	<p>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 from 8:00 to 8:50. The Common Core aligned FINISH LINE</p>

	<p>MATH 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. Computer programs such as Brain Pop are used to reinforce concepts.</p>
Science	<p>AIS (Science) will be made available to students in the following ways:</p> <ul style="list-style-type: none"> • Morning extended day where it is integrated with ELA in small groups of up to 10 students. • 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 <ul style="list-style-type: none"> ○ Secondary research ○ Controlled experiment <p>Design projects</p>
Social Studies	<p>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.</p>
At-risk Services provided by the Guidance Counselor	<p>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.</p>
At-risk Services provided by the School Psychologist	

<p>At-risk Services provided by the Social Worker</p>	<p>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.</p> <p>Proactive: Establish rules and specific directions that clearly defines acceptable and unacceptable behavior Focus on students' responsibility to choose acceptable outcomes</p>
<p>At-risk Health-related Services</p>	<p>Diet, diabetes, and physical impairment counseling sessions 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</p>

PARENT INVOLVEMENT POLICY (PIP)

Parent Involvement Policy 2011-2012

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 do not 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.

Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

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

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

To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent

Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act,
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 2011 – 2012

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 -professionals, 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 Common Core Learning, 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 2011, 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 2012, 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. 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).

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully using the PBIS(Positive Behavior Interventions and Supports) protocols;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Julia Bove	District 17	Borough Brooklyn	School Number 354
School Name School for Intergrated Learning			

B. Language Allocation Policy Team Composition [?](#)

Principal Monique Campbell	Assistant Principal John Samerson
Coach type here	Coach type here
ESL Teacher Sys T. Morch	Guidance Counselor Maxine Griffiths
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Elroy Cormack
Related Service Provider type here	Other Cherylann Welch, PTA President
Network Leader	Other Betty Nieves, UFT Representati

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	264	Total Number of ELLs	20	ELLs as share of total student population (%)	7.58%
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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. 

0.07aste response to questions 1-6 here

Part II-1: At The School of Integrated Learning, Middle School 354, a new 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 for school. During registration, our ESL coordinator and teacher, who is fluent in several languages, interviews the parent and the child; explains the program options to both; and informally determines what level of literacy the child has as well as what level of English proficiency; and documents it on the HLIS form. The LAB-R test is administered by the certified ESL teacher within ten days of the student's registration in the NYC school system. It is immediately scored locally before the answer grid is sent to AIS. This informal score determines the newcomer's English proficiency level. A native language LAB test is also given if Spanish is the home language, to determine the student's overall level of 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.

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

Part II-2: At the time of registration, parents of our new ELLs are invited by our ESL coordinator and teacher to an orientation meeting to discuss their choice of programs. Because we only offer a free-standing-with-push-in 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 (DL) school, will be referred to such a school within District 17, if possible. Parents confirm their choice in a letter that is either given at the orientation or sent home by certified mail. Our new ELLs are then immediately placed in our free-standing-with-push-in ESL program.

Part II-3: Entitlement letters in English and in the parent's native language, if necessary, are presented to parents of newcomers at their ESL program orientation. The program options are explained and the parents make their program choice. (In our case, the only program we offer is the free-standing-with-push-in ESL program.) Parents sign the letter and return it to the ESL coordinator. She gives them a copy and stores the original in the school's ESL Compliance Record book, which she maintains under lock and key in the ESL Department.

Parents or returning ELLs are informed by certified mail of their child's score and proficiency level, as earned on the NYSESLAT that was administered at the end of the previous school year. Copies of those letters are also kept in the ESL Compliance Record book, under lock and key.

Parents of ELLs who have tested “Proficient” on the NYSESLAT and who are no longer eligible for ESL services receive a letter congratulating them and their child. Copies of those letters are also kept in the ESL Compliance Record book, under lock and key.

Part II-4: The criteria used and the procedure followed to place identified ELLs is described above in Part II-1 and II-2. During consultations with parents of new arrivals who are deemed ELLs – either during the informal interview at registration or during the parent orientation – our ESL coordinator and teacher explains that we offer only a free-standing-with-push-in ESL program. Because our ESL coordinator is fluent in several languages, she is able to communicate directly with parents.

Part II – 5: In each of the past five years, 100% of the parents of our new arrivals have chosen to place their children in our free-standing-with-push-in ESL program. None has ever requested reference or transfer to a TBE or DL program elsewhere in the district.

Part II – 6: We have never had a parent request a TBE or DL program. All have been satisfied with our free-standing-with-push-in ESL program for their children.

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained Push-In								5						5
Total	0	0	0	0	0	0	0	5	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	5
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	12	2	1	6	0	2	2	0	2	20
Total	12	2	1	6	0	2	2	0	2	20

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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													

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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	
	EL L	EP																		
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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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							2	6	2					10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2						2
Haitian								5	2					7
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	2	14	4	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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Part IV – A – 1: Since we only offer a free-standing-with-push-in ESL program at MS 354, our ESL program consists of both push-in to academic classes in ELA, Math, and Social Studies, and pull-out from non-academic ones like music and physical education.

Part IV – A --1-a, and IV-- A --1-b: At MS 354, ESL instruction is delivered through a combined push-in and pull-out model. The ELLs' classes are Ungraded, organized according to the students' proficiency levels, as indicated by their performance on the NYSESLAT. The absolute beginners receive push-in to ELA, Math, and Social Studies as well as many sessions when they are pulled out into free-standing ESL classes. This combination gives them the opportunity to practice their English in the friendly atmosphere of a smaller class. The Beginning-level ELLs and most of the ones at the Intermediate level receive thirteen (13) periods of instruction a week, which is well above the mandated eight (8) periods.

Part IV – A - 2 and 2-a: The ESL instructional program at MS 354 provides classes at the three levels of English language competency and literacy proficiency: Beginning, Intermediate, and Advanced. The Beginning and Intermediate students receive a total of 360 minutes of ESL instruction per week, while the Advanced level students 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, at MS 354, our ESL teacher schedules ESL classes during her professional periods, thus giving all ELLs 225 minutes (five periods) more than their mandated number of minutes of ESL instruction each week. Please see # 1-a and 1-b above. This year she may add an enrichment segment to the ESL program, based on her second license to teach Gifted & Talented students.

Part IV – A – 3: The content area subjects are taught according to the NY State standards, now also in parallel with the new Common Core Learning Standards (CCLS). The language of instruction in the entire school, except for the foreign-language French classes, is English. Each content area teacher has a language-enrichment objective for each unit, part of the differentiated learning approach we use.

A. Programming and Scheduling Information

The ESL teacher pushes into ELA, Math, and Social Studies classes with the newly arrived ELLs.

Part IV – A – 4: ELLs whose native language is Spanish are interviewed by the ESL coordinator during registration or quickly thereafter. They are given the LAB-R within ten (10) days of registration, and if they are unable to answer in English, they are given the Spanish LAB. Both tests are immediately scored before sent to the scanning center for entry into the AIS system, thus ensuring that the new student begins to receive ESL services right away. French-speakers, Arab-speakers, and speakers of anything other than Spanish are only given the LAB-R, since there is no LAB test in any language other than English and Spanish. Our ESL coordinator and teacher speaks both French and Spanish.

Part IV–A – 5 -a: There are two SIFE ELLs at MS 354. The ESL teacher requests any necessary, requisite additional services. However, although they are only in their third year of ESL services, both scored at the high-Advanced level for Listening & Speaking on the last NYSESLAT and both are Proficient in Reading & Writing last spring. Both are expected to score completely Proficient in the spring of 2012.

Part IV – A – 5 - b: ELLs who are considered newcomers, having only received ESL for up to three years, are required to take the State ELA exam in their second year. They receive preparation for it in their ESL classes in addition to what they receive in their ELA classes and in the after-school program.

Part IV – A - 5 – c: At MS 354, we are dedicated to the achievement of our long-term ELLs in their 4th to 6th years of ESL. They are expected to participate in all City and State exams. To help those ELLs , we offer extra AIS sessions using an intense program that focuses mainly on developing academic reading and writing, ELA and Math skills, plus test preparation assistance, plus after-school programs. Academic rigor is secured because we hold the ELL population to the same high standards expected of the monolingual students. The ESL program assists ELLs 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 is uniformly delivered throughout the school.

Part IV – A – 5 – d: Our long-term ELLs are all at the Advanced level of proficiency and therefore fare very well with their mandated periods of ESL plus their other academic core subjects.

IV-A-6: Content area teachers use various media. Google Translator is used to provide students with class activities and homework in their native language. In addition, content-specific vocabulary or task verbs are introduced, displayed, and emphasized throughout the school year. All teachers include a language objective for ESL students in all units of study and lesson plans.

IV-A-7: For scheduling purposes and to build a sense of community, ESL students tend to be placed in the same general education homeroom classes. Aside from ESL services, these students also receive AIS intervention in reading and writing to support their language acquisition development.

Courses Taught in Languages Other than English

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

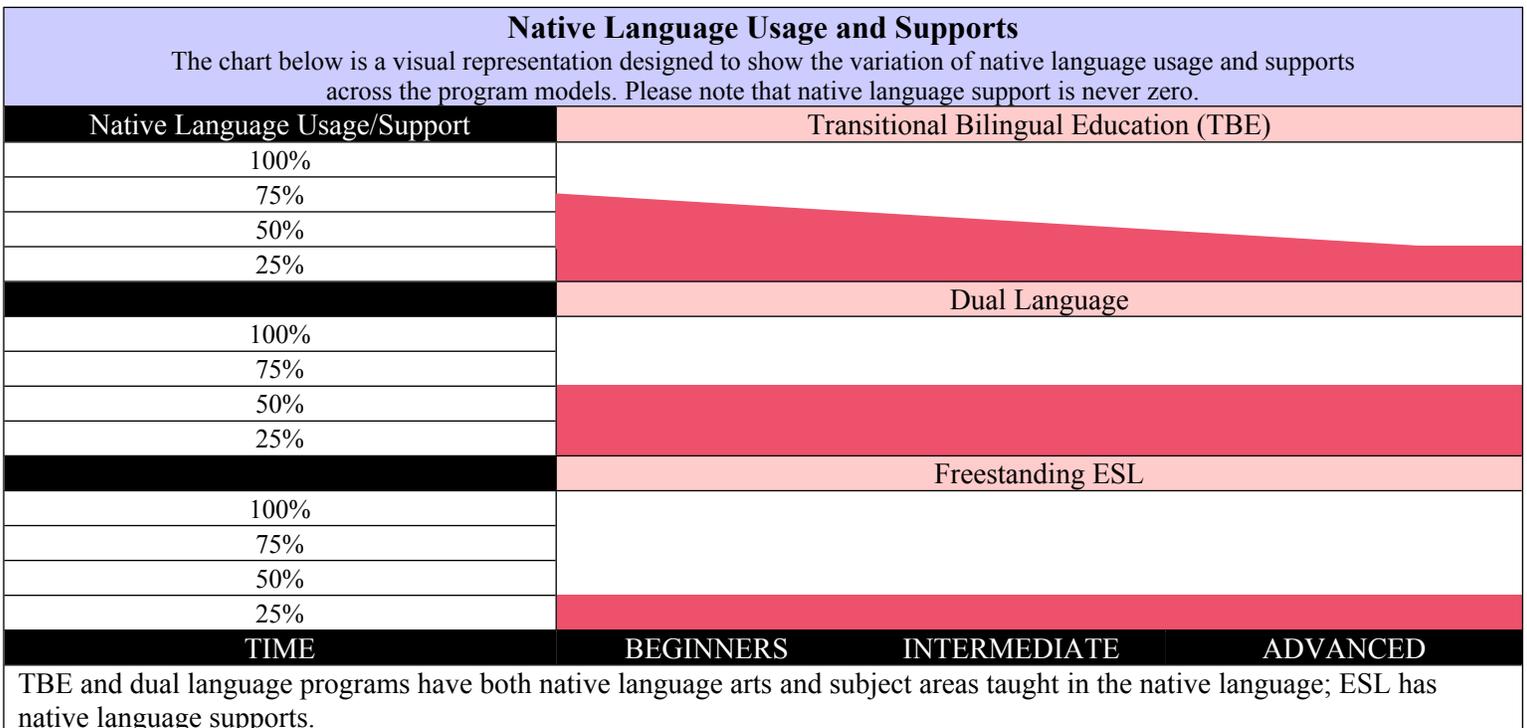
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	none			
Social Studies:	none			

Math:	none
Science:	none

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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 <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Part IV – B – 8: Our intervention programs for ELLs include after-school and Saturday academies in ELA and Math, various social and academic clubs according to their interests, AIS reading and writing interventions by several of our teachers, and all mandated specialized services such as speech and SETTS.

Part IV – B – 9: The continuing transitional support given for the two years after our ELLs score Proficient on the NYSESLAT include extra time on major exams for two years, as well as the option to continue with ESL instruction at the highest Advanced level we offer.

Part IV – B – 10: Unfortunately, with only 20 ELLs, we do not qualify for Title III funds, because it requires that we have 30 or more registered ELLs. So we cannot afford to add any additional, ESL-specific services at this time. However, all ELLs are offered and encouraged to participate in after-school and Saturday academies in ELA and Math, various social and academic clubs according to their interests, AIS reading and writing interventions by several of our teachers, and all mandated specialized services such as speech and SETTS.

Part IV – B – 11: Unless there are further budget cuts during the school year, we do not anticipate having to cut any of our ESL services.

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Part IV – B – 12: All ELLs and their parents are notified of, offered, and encouraged to take advantage of all the after-school programs and Saturday academies, all the social and academic clubs that we offer. In addition, they are encouraged to participate in the local library's many programs as well as other community activities that exist near the school.

Part IV – B – 13: Almost all of the classrooms in MS 354 are equipped with Smart Boards for in-depth instruction and with computers for student work. In addition, there is a large, modern, well-functioning computer lab, where technology instruction is given to all students, including the ELLs.

Part IV – B – 14: Native language support is delivered in our ESL model by our ESL teacher, who speaks several languages. She also uses bilingual books and references, dictionaries, and books on tape. Multi-lingual glossaries are offered to the other core subject teachers. And the peer-buddy system in and out of class is especially strong among our ELLs.

Part IV – B – 15: All services, materials, lessons, and peer-pairing correspond strictly to the age, grade and social level, and culture of our ELLs.

Part IV – B – 16: Almost universally, we are not aware of newcomer students' recent arrival to this country before they register in our school. While many come at the beginning of the school year in September, many more flow in throughout the school year, sometimes registering as late as March. If we knew of any arrivals well before registration, we would refer them to the many community-based programs available in the areas near their residences for participation during the summer months.

Part IV – B – 17: The language other than English that is offered at MS 354 is French. All seventh (7th) graders, including the ELLs, take

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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

IV-E-1: At MS 354, the parents of our students are welcome to attend Parent Association meetings, the twice-yearly Parent / Teacher conferences, our School Leadership Team meetings, awards ceremonies and seasonal assemblies, and workshops of their choosing. Teachers, the counselor, the parent coordinator, and the administration are all available for individual conferences throughout the year. Our parent coordinator is in constant touch if a child is frequently absent or suspected of truancy

IV-E-2: We have programs with several community-based groups. For example, the Police Auxiliary Community Affairs League has brought us Gang Resistance Educational Training (GREAT); NY Cares recruits parents to help “beautify” our school; Hip-Hip-For-Life sponsors a girls’ dance group; the Brooklyn Bureau of Community Services (BBCS) offers after-school programs in science, cooking, robotics, and dance; and local merchants are invited to participate in our annual Career Day.

IV-E-3: Once a year, we conduct a formal survey among the parents, inquiring about their concerns, their wishes, their evaluation of their children’s performance, and their appraisal of our school. On an on-going basis throughout the year, the teachers and staff are all available for meetings with them.

IV-E-4: All of our parent involvement activities address the needs of the parents. They are given their choice of the many meetings, conferences, and workshops we offer them. The subjects of these include ARIS-Parent Link, cyber bullying, parental control of internet usage, teenage pregnancy prevention, parenting practices, ESL for parents, explanation of how they can help their children prepare for the State exams they must take, the high school application and selection process, and individual issues such as single-parent household problems, lack of role models for their children, and domestic violence support.

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

Part IV – C : MS 354 does not offer 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

Part IV – D – 1: Our ESL teacher attends professional development workshops regularly and makes turnkey presentations to the other members of the faculty. They learn and practice critical thinking and hands-on activities such as the QTEL techniques, for example, of jigsaw reading and writing, think/pair/share, “novel ideas only” – 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. This year, we are concentrating

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Part IV – D – 2: What support do you provide staff to assist ELLs as they transition from middle school to high school?

Support for ELL students and their families is provided through high school workshops at school, along with Citywide and Borough fairs. These workshops and fairs are excellent opportunities for students and their families to gain a greater understanding of the high school admission process. In addition, our counselor meets individually with ELL students and their families to assist with the high school application process. On-going guidance and support is available to ELL students and their families throughout the year.

Part IV – D – 3: All general education classroom teachers are mandated to receive 7.5 hours of professional development in ESL materials and teaching strategies. If our new teachers do not have this training when they come to MS 354, they are sent to professional development workshops that focus on cultural sensitivity and diversity, ESL standards, ESL teaching techniques, and assessments. Examples of the kind of ESL teaching techniques they acquire are the QTEL methodology, cooperative learning techniques, use of manipulatives and kinesthetic activities, pedagogic use of body language and facial expressions, modeling, use of variety of visuals, key vocabulary teaching, how to create a linguistically-rich-free atmosphere in the ESL classroom, awareness of all stages of language acquisition, activating prior knowledge in the ELL's native language, and use of multi-sensory activities. Proof of attendance at this training is kept by each teacher as well as in the individual teacher's file in the office of the school.

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?
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IV-E-2: We have programs with several community-based groups. For example, the Police Auxiliary Community Affairs League has brought us Gang Resistance Educational Training (GREAT); NY Cares recruits parents to help “beautify” our school; Hip-Hip-For-Life sponsors a girls’ dance group; the Brooklyn Bureau of Community Services (BBCS) offers after-school programs in science, cooking, robotics, and dance; and local merchants are invited to participate in our annual Career Day.

IV-E-3: Once a year, we conduct a formal survey among the parents, inquiring about their concerns, their wishes, their evaluation of their children’s performance, and their appraisal of our school. On an on-going basis throughout the year, the teachers and staff are all available for meetings with them.

IV-E-4: All of our parent involvement activities address the needs of the parents. They are given their choice of the many meetings

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Part V: Assessment Analysis

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

Part V – B – 1: In addition to the LAB-R and the Spanish LAB for all newly arrived ELLs; and the ALLD for Spanish-speaking ELLs who make the SIFE, we also give the DRA to incoming sixth (6th) graders, and we have various assessments throughout the year including the periodic NYC Assessments, ITA, and

Additional Information

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

Paste additional information here

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)							2		4					6
Intermediate(I)							1		2					3
Advanced (A)							5	1	1					7
Total	0	0	0	0	0	0	8	1	7	0	0	0	0	16

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		4				2		7
7			2		1				3
8	5		3						8
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	5		3						8
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

Part V – B – 1: In addition to the LAB-R and the Spanish LAB for all newly arrived ELLs; and the ALLD for Spanish-speaking ELLs who may be SIFE; we also give the DRA to incoming sixth (6th) graders; keep running records; give the periodic NYC Acruity ITA and Predictive tests; practice tests for the NYS ELA, NYS Math, and NYSESLAT tests; and offer supplementary AIS Reading and Writing sessions. All these assessments and interventions aid in ascertaining the literacy levels of our ELLS, while also guiding our school's instructional plans.

Using the NYSESLAT, each ELL's scores are analyzed for their proficiency in the literacy skills areas. Not only is their ESL instruction guided by these results, but so is individual differentiation. To ensure that academic rigor is a factor in the ESL classrooms, the instruction is never simplified, but rather it is amplified. It is also 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 collaborates with the monolingual teachers school-wide to promote the academic advancement of all our ELLs. The teachers communicate with each other on a regular basis to discuss issues, progress, and suggestions about the use of English in all subject areas. 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 and the new Common Core Learning Standards.

Part V – B – 2: Most of our ELLS have scored higher on the Listening & Speaking component of the NYSESLAT than on Reading & Writing. This is perfectly natural in new arrivals, for whom the skill of understanding what they are reading and being able to express themselves well in writing almost always develops more slowly.

Part V – B – 3: These clear patterns will of course guide our ESL lesson plans and instruction, the choice of materials used in teaching, and the types of activities that are selected for each class and proficiency level.

Part V – B – 4 - a: Because of our low number of ELLs versus the overall student population (only 20 ELLs, or 7.4% of the 264 overall population), no clear-cut patterns emerge each year after the NYSESLAT except as noted above in Part V-B-2, namely, that listening and speaking develop earlier and are therefore assimilated faster than reading and writing. Very rarely do our students choose to take the core subject tests in their native language – except for extremely newly arrived ELLs in Math – because they are being taught in English. Even

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>School of Integrated Learning</u>		School DBN: <u>17K354</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monique Campbell	Principal		1/1/01
John Samerson	Assistant Principal		1/1/01
Elroy Cormack	Parent Coordinator		1/1/01
Sys T. Morch	ESL Teacher		1/1/01
Cherylann Welch	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Maxine Griffiths	Guidance Counselor		1/1/01
Julia Bove	Network Leader		1/1/01
Betty Nieves	Other <u>UFT Rep</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17k354 **School Name:** School of Integrated Learning

Cluster: Six: Jose Ruiz **Network:** CFN 602

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, and if the letter is not available online at the OELL website of the DOE, 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 on the 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. We have staff members who speak Spanish and French, and they help with the communication to those parents.

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 either downloaded from the OELL portions of the DOE's website or 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 teacher, 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 downloaded or translated and sent home, based on the 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 downloaded or translated by in-house staff. Also, pertinent information which the school deems necessary for parents to have handy are downloaded or 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 downloaded from the OELL portions of the DOE's website or translated by in-house staff. Also, pertinent information which the school deems necessary for parents to have handy are downloaded or translated, again by in-house staff, and then back-packed home.