



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: THE SCHOOL OF INTEGRATED LEARNING

DBN : 17K354

PRINCIPAL: MONIQUE CAMPBELL

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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	
Sherry 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	
Marlene Sterling	Member/ PARENT Grade 7	
Gaytrina Odom	Member/ PARENT Grade 8	
Donna Watson-Madden	Member/ PARENT Grade 6	
Linda Lewis-Moore	Member/ PARENT Grade 6	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

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 Positive Behavior Intervention and Supports (PBIS)

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

By June 2013 :

- **at least 90% of students will demonstrate the tenets of the PBIS system**
- **there will be at least 30% reduction 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 of 2011-12, 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. Although this was not indicated in the current survey, we want to embed positive behavior principles into school culture and it takes at least 3-5 years to embed behavioral principles.**
- **The school had –superintendent suspensions.**
- **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 school has improved 82% in math and 47% in, this goal is critical for strengthening behavior through a systematic program to promote and maintaining positive behavior in order to continue to promote this upward trend in student performance.**
- **We have new students who have not been introduced to PBIS principles. We are simultaneously introducing to some strengthening the principles in others and sustaining a positive behavior culture across the school.**

Instructional strategies/activities

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

b) 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
- 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

c)Key personnel and other resources used to implement these strategies/activities

Responsible staff: Administration, PBIS Team, Teachers, Network Achievement Coaches

d)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 leadership committees of the school: Cabinet, SLT, CEP Student government and grade leadership teams as well as Inquiry teams

e)Timeline for implementation.

The strategies span the school year-from September 2012 to June 2013

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). 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
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Budget and resources alignment

Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- We are partnering with the mayor’s service learning organization to conduct groups in emotional, mind /body wellness program.
- 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 counselor’s 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 #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 Goal setting to support differentiation of instruction

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

- **100% of our students will be involved in goal setting based on analysis of assessment data**
- **100% of teachers and Para professionals will be involved in using regular cycle's assessment data and students' goals to set differentiated goals for all students including SWDs and ELLs.**

Comprehensive needs assessment

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

- **The formative assessments in core subjects indicated gaps in students' understanding of essential concepts.**
- **There are still students performing at levels 1 and 2 in core subjects**
- **Initial DRA reading assessments showed in every grade there are 20-30% of students reading below grade level**

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 create or use assessments and classwork to gather data to glean students' performance levels
- Teachers will support and instruct students in creating SMART goals based on assessment data.

- Teachers will create or use assessments and classwork to gather data to glean students' performance levels
- Teachers will support and instruct students in creating SMART goals based on assessment data.
- Teachers will align grade and class goals with CEP goals.
- After each report card students will evaluate and modify/renew academic goals
- Students will be grouped according to instructional levels.
- Teachers will collaborate to modify common grade-wide curriculum maps, assessments and rubrics and use them to track students' progress towards meeting this goal
- Teachers and teams make adjustments based on specific assessment results.
- Students use rubrics, reflection and other tools to become self-directed learners. articulate learning needs

Key personnel and other resources used to implement these strategies/activities:

Responsible staff: Administration, Teachers, Para Professionals, Network Achievement Coaches:

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.

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 2012 to June 2013**

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- **Copies of goals will be given to parents at parents' conference**
- **The student goals will be mailed for Marking periods 3& 4**

Budget and resources alignment

Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

- **We are using the partnership with our community partners to support our work with the goal setting process.**
- **Through NYCARES we have been able to use volunteers who have weekly sessions with students in drama. These sessions allow them to gain practical experience in setting performance goals.**
- **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 as a means of teaching students domain specific goal setting.**

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.

At least 90 % of students will effectively use evidence to support arguments across subject areas and grades.

Comprehensive needs assessment

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

- **The baseline writing assessment showed gaps between students thinking and the expected standards of performance**
- **Acuity and CCLS aligned questions on the state website revealed the gaps in students thinking and understanding**
- **There is the need to have student produce standard- based work**

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,

- **All students will experience common –core aligned units of study across curricula.**
- **Teachers will be given opportunities to engage in PDs to explore strategies to implement instructional units which are CCLS aligned**
- **Teachers collaborate on designing /modifying common grade-wide curricula-aligned assessments, rubrics, grading policies that are customized to address data-defined student and sub-group needs.**
- **Teachers and administrators analyze curricula and instructional practices, identify gaps and modify these to meet needs of diverse learners.**
- **Teachers and students reflect and respond to the school surveys that reflect on the CCLS standards**
- **Use accountable talk strategies to have students use argumentation orally**
- **Use close reading of complex texts to support students in acquiring and using academic language**

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

Responsible staff: Administration, Teachers, Network Achievement Coaches

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. Teachers are on the School Leadership Team and the CEP committee. Teachers meet with administration in

weekly grade meetings and in weekly professional development sessions and Inquiry teams.

d)Timeline for implementation: **September 2012 to June 2013**

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- **Seminars for parents on CCLS**
- **Parent workshops on argumentation**
- **Use parents as teaching resources if possible**

Budget and resources alignment

Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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 Examining students' work

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

100% of core curriculum teachers will use CCLS aligned rubric to examine students' work uncovering gaps and adjusting instruction as evidence by improve student outcomes

Comprehensive needs assessment

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

- **The work which began last year is not fully solidified among teachers**
- **We have several new teachers**

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - **Continued professional development series on the protocols of looking at students' work**
 - **Teachers Continue to use writing process and writing graphic organizers in all subject areas and grades**
 - **Continue to use assessment rubrics that offer a clear portrait of student mastery.**
 - **Teachers continue collaboration on lesson planning**
 - **Teachers and students maintain current portfolios.**
 - **Teachers create Grade-wide universal assessments**
 - **Teachers create leveled groups from data**
 - **Teachers continue to use data from assessments directly aligned to CCLS to drive instruction**
 - **Teachers and administrators create and/or use grade-wide universal assessments**

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

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. 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) Key personnel and other resources used to implement these strategies/activities

Responsible staff: Administration, Teachers, Network Achievement Coaches

- e) Timeline for implementation
The timeline is September to June

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- **Seminars and workshops for parents**

Budget and resources alignment

Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional

strategies/activities to achieve our goal.

- We are using the partnership with our community partners to support our work with the CCLS.
- We 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 help develop students' reasoning skills.
- 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 # 5 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 # 5: Teacher effectiveness

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

At least 50% of teachers will demonstrate proficiency in the incorporation of Danielson's Framework for Teaching in at least the 3 competencies in the 2012-13 City-wide Expectations :

Designing coherent instruction (1e);

Using questioning and discussion techniques (3b);

Using assessment in instruction (3d).

Comprehensive needs assessment

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

The city has made it a mandate for all schools to implement these three components of Danielson's rubric in their instructional plan.

We started work in incorporating the competencies in our instruction in the last 2-3 years and this needs to be embedded in our practice. Students' baseline writing and diagnostic assessments in the core subject areas in September, revealed gaps in students' thinking between the expectations and their performance levels. In order to address these gaps we have to embed the Danielson competencies in instructional practices.

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

- **Teachers self- assess on selected components of research- based rubric**
- **Teachers use effective text-dependent questioning which use Hesse and Bloom as guidelines in their creation**
- **We will strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's *Framework for Teaching*.**
- **Teachers will ground students' reading writing, discussions in evidence from the text**
- **Students will experience eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science.**
- **In math, teachers will reorganize content to teach fewer topics and allow more time for deepening students' conceptual understanding of key mathematical concepts**

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

Administration, PBIS Team, Teachers, Network Achievement Coaches

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 state of instruction, including the three Danielson competencies will be discussed. Teacher teams meet weekly; they will include the competencies on the agenda. Teachers plan collaboratively; after weekly professional development-new teacher meetings and Inquiry team meetings, they will be encouraged to use the ideas which include the competencies, in their planning. 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. The principal has one on one meetings with each teacher. These conversations will include the 2012-13 City-wide Expectations.

d) Time line for implementation.

September 2012 to June 2013

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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 2012-13 City-wide Expectations**
- **Making student goals which reflect these expectations available to parents at parent conferences**
- **Providing materials and training to help parents work with their children to improve their achievement level according to the expectations, e.g., literacy, math and use of technology**

Budget and resources alignment

Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

- **We are using the partnership with our community partners to support our work with the CCLS.**
- **We 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 help develop students' reasoning skills.**
- **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**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Saturday Academy • After School Sessions • A.M. Extended Day • SRA • SETSS • Push-In Pull-Out • Leveled Groups • Professional Period 	<ul style="list-style-type: none"> • Accountable Talk-Small Groups • Guided Reading/Writing • Think/Pair/Share • Turn & Talk • Close Reading • Real World Connections 	<ul style="list-style-type: none"> • During the day • After School • Saturday Sessions • Teacher Professional Periods
Mathematics	<ul style="list-style-type: none"> • Saturday Academy • After School Sessions • A.M. Extended Day • SRA Corrective Reading • SETSS • Push-In Pull-Out • Professional Periods 	<ul style="list-style-type: none"> • Accountable Talk-Small Groups • Guided Instruction • Think/Pair/Share • Turn and Talk • Real World Connections 	<ul style="list-style-type: none"> • During the day • After School • Saturday Sessions • Teacher Professional Periods
Science	<ul style="list-style-type: none"> • A.M. Extended Day • After School 	<ul style="list-style-type: none"> • experiments • Scientific Inquiry by 	Teacher Professional Periods

	<p>Sessions</p> <ul style="list-style-type: none"> • Small Groups • Fieldtrips to cultural and Science institutions • Scientific Inquiry • Creating Models 	<p>means of</p> <ul style="list-style-type: none"> • Secondary research • Controlled experiment 	
Social Studies	<ul style="list-style-type: none"> • Reading and Listening • Emphasis on Academic Vocabulary • Close Reading 	<ul style="list-style-type: none"> • Discussion Groups • Oral Presentations • Close Reading • Accountable Talk • Turn and Talk • Leveled Groupings • DBQs 	<ul style="list-style-type: none"> • During the Day • After School • Teacher Professional Periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • One-on-One • Small Groups • Testing Evaluations • Observations • Round Table Discussions • Expression through Art • Training and utilizing the services of the Paraprofessionals 	<ul style="list-style-type: none"> • Small Groups • Individual Sessions • Peer Mediation and Intervention • Attendance Intervention • Coordination • Classroom Observations • Feedback from Classroom teachers • Ongoing Parent Contact • Parent Professional Development • Staff Professional Development 	During school hours

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In the recruitment of highly qualified staff, school teams consisting of the principal or assistant principal along with the parent coordinator, dean and one or two teachers in different subject areas scout and interview suitable candidates to suit the school's demographics and student needs at the DOE's hiring fairs. Selected teachers will then be invited to conduct a demo lesson in their licensed area, do a walkthrough of the school, as well as the rigorous reference and experience check. The hiring team will then come to a consensus about the interview candidate.

To ensure that the school retains teachers who are highly qualified, mentors are assigned not only to first year teachers but teachers who are new to the school. In addition to pairing a new teacher with a mentor, each week the principal and coach conduct New Teacher Meetings to provide support and information about the curriculum, best practices, DOE policies, school culture and any other information that would support the teachers' professional development. The school also strives to maintain an air of openness and collaboration amongst the staff. There is inter-visitation of classrooms on an informal and formal basis whereby teachers get to view one another through a common lens for instruction and classroom rituals/routines and management. Teachers will also collaborate in weekly grade meetings and share lesson strategies, become copy cat fish, and brainstorm ways of addressing students' needs through remediation, grouping, extra help, and additional teacher support

In Asset Mapping, teachers are strategically placed in regards to their strengths and needs. Each module that houses students for their core classes are homogenously grouped (by grade), and veteran teachers are partnered with novice teachers. This is especially seen in the ICT classrooms whereby the culture of the school and house-keeping and are transferred from one teacher to another. Advantages to this module would also include a balance of skills and instructional support in each module which would enable teachers to provide targeted instruction to students and not become overwhelmed by the expectations.

The key vehicle in achieving all of this is providing the staff with relevant professional development, research based framework for enhancing professional practice for observations, effective evidence based feedback, and a climate conducive of professional growth and achievement.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) MS 354

In compliance with Section 1118 of Title I, Part A of the Elementary and Secondary Education Act (ESEA), schools are responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families they serve. Cognizant of the crucial nature of cohesion between administration, school staff, students, parents and the community in general, 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 Teacher Association, and Title I Parent Advisory Committee. Additionally, The School of Integrated Learning Middle School 354 agrees to:

Be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) *that parents play an integral role in assisting their child's learning*
- (B) *that parents are encouraged to be actively involved in their children's education at school*
- (C) *that parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children*
- (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA*

Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent.

host the required Annual Title I Parent Meeting on or before December 31st 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;

- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community
- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parental involvement policy
- Use the findings of the parental involvement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics and English language art, and at the end of each marking period. 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)

Provide each parent timely notice information regarding the professional qualifications of the student's classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

Provide a Parent Coordinator who will 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 aimed at helping parents to 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, and Annual Yearly Progress (AYP). translate all critical school documents and provide interpretation during meetings and events as needed;

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 Advisory Committee
- Supporting or hosting Family Day events
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

SCHOOL-PARENT COMPACT

In compliance with Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

Policy Involvement 1118 (c)

The School of Integrated Learning Middle School 354 will take the following actions to:

1. Involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs. This should include the planning, review, and improvement of the school parental involvement policy, as well as the joint development of the school-wide program plan under section 1114 (b) (2):

Activity	Timeline	Staff Responsible
Distribute Parent Involvement Policy (PIP) and School Parent Compact (SPC) templates to School Leadership Team (SLT).	September School Leadership Team (SLT) meeting.	Mr. Cormack and Mrs. Nieves
SLT/parent involvement meeting to review draft	October SLT meeting	Mr. Cormack, MS Welch and Mrs. Nieves
Approval and adoption of final draft	November SLT meeting	Ms. Campbell, Mr. Cormack, Ms. Welch and Mrs. Nieves.
Parent Involvement meeting to review and revise plan	April's SLT and PTA meetings	Ms. Campbell, Mr. Cormack, Ms. Welch and Mrs. Nieves.
Present findings and proposed changes to PIP/SPC	June PTA meeting	Ms. Campbell, Mr. Cormack, Ms. Welch and Mrs. Nieves.

2. Convene an annual meeting at a time convenient for parents of participating children:

- All parents shall be invited and encouraged to attend
- The school will provide information and explain the requirements of Title I and the rights of parents

Activity	Timeline	Staff Responsible
Annual Title I Meeting letter sent home to parents	Monday, December 3, 2012	Mr. Cormack
Autodial via School Messenger reminding parents about Annual Title I Meeting	Friday, December 7 and Monday, December 10, 2012	Mr. Cormack
Annual Title I Meeting	Wednesday, December 19, 2012	Ms. Campbell, Mr. Cormack, Ms. Welch and Mrs. Nieves.

3. Offer a flexible number of meetings and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement:

Activity	Timeline	Staff Responsible
Orientation/Curriculum Night	September 12, 2012	Ms. Campbell, Mr. Cormack Subjects Teachers All Staff
Parent Teacher Association (PTA) Meetings	Every second Wednesday of each month at 6:30 PM	Ms. Campbell, Mr. Cormack All teachers are encouraged to attend
School Leadership (SLT) Meetings	Every second Wednesday of each month at 5:30 PM	Ms. Campbell, Mr. Cormack and Mrs. Nieves.
Testing Workshop	January 23, 2013 at 6:30 PM	Dr. J Samerson

4. Provide parents of participating children:
- Timely information about the Title I programs
 - Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
 - Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children

Activity	Timeline	Staff Responsible
School Leadership (SLT) Meetings	Every second Wednesday of each month at 5:30 PM	Ms. Campbell, Mr. Cormack and Mrs. Nieves.
Math Night	Spring 2013	Dr. J Samerson
Literacy Night	Spring 2013	Mrs. B Green
Parent Monthly	First Monday of every month	Mr. Cormack

Note: If the school-wide program plan under section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the Community School District 17 Superintendent's Office.

Shared Responsibilities for High Student Academic Achievement 1118(d)

The School of Integrated Learning Middle School 354 will:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's academic achievement. Conferences will be held (at least twice, annually):

Staff will be available to meet with individual parents at parent teacher conferences on Tuesday, November 11, 2012 from 1:00 PM until 3:00 PM and 5:30 PM until 8:00 PM and on Thursday, February 28, 2013 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. Specifically, the school will provide reports as follows:

Report cards will be sent home with students (backpacked) at the end of marking periods 2 and 4. For marking periods 1 and 3, report cards will be distributed at parent teacher conferences.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

All staff will submit a weekly appointment schedule to the main office indicating times and days when they are available to meet with parents. Parents will call the Parent Coordinator to set up their appointments to meet with their children's teachers. Where practicable, they may also make the appointment directly with the teachers. Walk-ins will also be accommodated.

5. Provide parents opportunities to volunteer in their children's school and to participate in their children's class and observe classroom activities, as follows:

Parents may choose from the list of volunteer opportunities posted in the Parent Coordinator's office. With the principal's or assistant principal's permission, parents will be allowed to participate in their children's class and observe classroom activities.

Parents will support our students learning in the following ways:

I. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Advisory Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

II. Student Responsibilities:

Students will share the responsibility to improve and support their academic achievement in the following ways:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time; ask for help when I need to
- Read at least 30 minutes every day outside of school time
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

The School of Integrated Learning Middle School 354 will further celebrate and support student achievement and parental involvement by:

- recognizing and awarding deserving students with student of the month certificates
- recognizing and awarding deserving students with honor roll certificates each month
- Hosting academic awards ceremonies at the end of each marking period for student of the month and honor roll recipients.
- Hosting a dinner at the end of the school year (during June PTA meeting) for parents whose children are on the honor roll and those who have perfect attendance. Each parent will receive a certificate of commendation and a gift bag.

BUILDING PARENTS’ CAPACITY FOR INVOLVEMENT 1118(e)

In consultation with parents, The School of Integrated Learning, where practicable, aim to carry out the following discretionary activities as listed under section 1118(e) of the ESEA, in an effort to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement:

- Involve parents in the development of training to improve the effectiveness of that training for teachers, principals, and other educators
- Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Train parents to enhance the involvement of other parents
- Arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators who work directly with participating children
- Arrange meetings with parents who are unable to attend conferences at school to maximize parental involvement and participation in their children’s education
- Adopt and implement model approaches to improving parental involvement
- Establish a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities

ACCESSIBILITY 1118(f)

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand.

Activity/Task	Timeline	Staff Responsible
Language Access Survey for new ESL students	Upon admittance	ESL teacher Parent Coordinator
Program selection for new ESL students	Upon admittance	ESL teacher Parent Coordinator
Orientation workshop for new ESL students	Fall 2013	ESL teacher Parent Coordinator
IEP workshops	Fall and Spring 2013	Curriculum Coordinator, ESL teacher, Guidance Counselor, Special Education teachers and Parent Coordinator.
Translation services	Throughout the school year	ESL teacher, Parent Coordinator

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ed Learning Middle School 354 Parental Involvement Plan has been revised jointly with, and agreed on with, parents of children participating in Title I program, as evidence by meeting minutes.

The Parental Involvement Policy/Plan was revised by The School of Integrated Learning Middle School 354 on 11.14.2012 and will be in effect for the period of the school year.

The school will distribute this Parental Involvement Policy/Plan to all parents of participating Title I children and make it available to the community on or before 12.19.2012.

(Signature of Title I Authorized Representative)

(Date)

These parents were involved with the development of this document:

Sheryl Ann Welch

Gaytrina Odom

Marlene Sterling

Donna Watson-Madden

Linda Lewis-Moore

Lashawna Gilliam (Title 1 Rep)

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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:

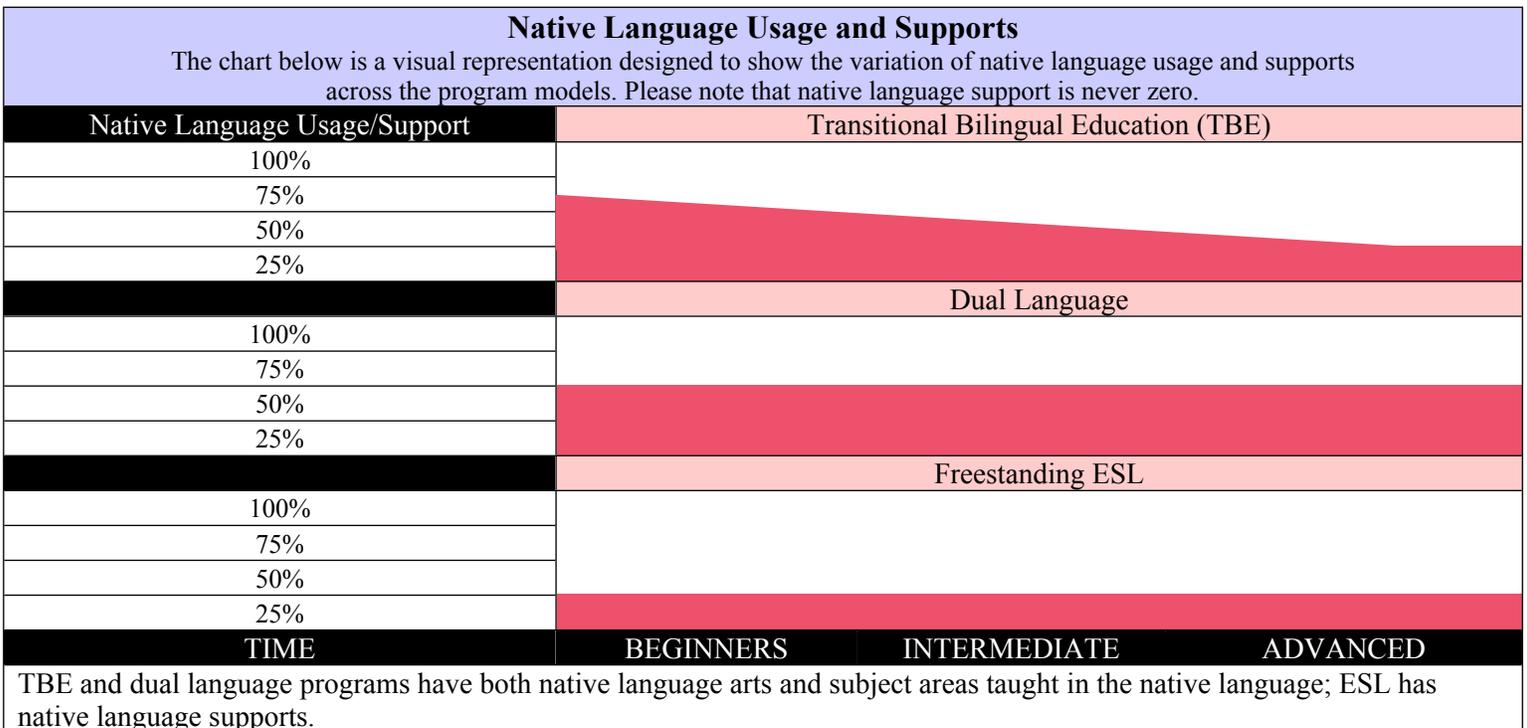
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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.
:

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

it to satisfy the middle school foreign language requirement. In addition, the ESL teacher offers a French Luncheon Club that meets twice a week, at students' requests. Many of the ELLs participate in this club which allows for social exchanges in a more relaxed atmosphere than a regular class.

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 especially on Danielson's Enhancing Professional Practices, A Framework for Teaching, both at our monthly professional development faculty sessions and in a professional study group that meets weekly.

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?
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.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
/SPEAKING	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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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 with the glossaries that are used by core subject teachers and that are allowed during the tests, our students feel most comfortable taking their tests in the language of instruction, namely, English.

Part V – B -- 4 – b: Results of the periodic ESL assessments are used to fine-tune and individualize the already differentiated lesson plans in place for ELLs.

Part V – B -- 4- c: AT MS 354, we analyze all test results and use them to inform instruction for our ELLs. What we learn about our ELLs is used individually and by proficiency level to help them advance cognitively and academically in all their classes, and socially among

their peers and within their families.

Part V – B – 5, 5-a, 5-b, and 5-c: We do not offer a dual language program at MS 354.

Part V – B – 6: The primary source of measuring the success of our ESL program is the advancement that each ELL makes on the NYSESLAT annually. The grades they earn in the core academic subjects are also noted, as are their social comfort levels and advancement.

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

School Name: School of Integrated Learning

School DBN: 17K354

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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.