

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

17K354

School Name:

SCHOOL OF INTEGRATED LEARNING

Principal:

MONIQUE CAMPBELL

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 17K354
School Type: _____ Grades Served: 6,7,8
School Address: 1224 Park Place, Brooklyn,N.Y.11213
Phone Number: (718)7740362 Fax: (718)774 0521
School Contact Person: Monique Campbell Email Address: Mcampbell3@schools.nyc.gov
Principal: Monique Campbell
UFT Chapter Leader: Betty Nieves
Parents' Association President: La Shawn Gilliam
SLT Chairperson: Betty Nieves
Student Representative(s): _____

District Information

District: 17 Superintendent: Clarence Ellis
Superintendent's Office Address: 1224 Park Place, Brooklyn,N.Y.11213
Superintendent's Email Address: Celliss3@schools.nyc.gov
Phone Number: (718)221 4372 Fax: 7180 221 4326

Cluster and Network Information

Cluster Number: CFN 603 Cluster Leader: Jose Ruiz
Network Number: 718 968 6122 Network Leader: Matt Melchiorre

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Monique Campbell	*Principal or Designee	
Betty Nieves	*UFT Chapter Leader or Designee	
La 'Shawn Gilliam	*PA/PTA President or Designated Co-President	
Sherrie Williams	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shawn Wynter	CBO Representative, if applicable	
Debra McCurdy	Member/ Parent Grade 7	
Cindy Massiah	Member/ Parent Grade 8	
Keisha Collins	Member/ Parent Grade 7	
Nicole Greenaway	Member/ Parent Grade 7	
SherryAnn Atkinson	Member/ Teacher	
Betsie Green	Member/ /Teacher	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mission Statement:

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

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

In carrying out the school’s mission and actualizing the vision of its leader, we have created a culture of collaboration and transparency where success for all is the driving force behind the choices. Consequently, we have put systems in place that propel us to strive towards embedding processes to support this goal-vision. Our mission has become a living document continually seeking interpretation and application.

Innovative teacher-led practices

- **The House System** fosters positive behavior and academic excellence, using colleges as house names and to build house norms. Used to support self and peer’s regulation of behavior and academics.
- **Study Halls:** Providing Lunch and after school academic and behavioral support
- **Tutorial System:** Peer tutoring: Teachers match students for academic intervention, where the mentee identifies his area of need and the mentor creates a learning plan and tasks to meet the mentees’ needs.
- **Integrated Team Teaching:** Teachers in 6th grade combine math and ELA classes to create their version of CTT and extended time for learning. One teacher provides the content area expertise while the other provides strategic scaffolding either for the advanced or remediation. **Collaborative lesson planning:** Sharing of content, strategies, protocols and inter-visiting in instructional rounds to give feedback; looking at students’ work together using notices to support instruction
- **Clubs:** Social and academic clubs-newspaper, dance, music, drama, sports etc.
- **After school tutorial** for academic support
- **Grade leaders:** Planning and facilitating grade meetings, sharing best practices to interconnect subjects; debriefing inter-visitations
- **Teacher led professional development** in Inquiry teams, grade and subject meetings and Turnkey Mondays when they turnkey external PDs to build strong teacher leadership and solid classroom competency.
- **Students’ data- driven goal setting** allow students frequent interactions with assessment data & cognizance of their strengths and challenges; Revisions following mastery; Regular Curriculum planning, using assessment data for revisions

Collaboration with parents & partners

Past:

- Kids Creative :An afterschool theatre program managed by the organization as a yearlong free program for students
- NY Cares: This organization provides programs for students in drama, writing etc. Groups also paint murals, do clean-ups and provide coats for families yearly
- Arup: This engineering firm works with students in classes to support Math and Science applications.
- Mayor’s service learning has provided opportunities for students to engage in dance, author studies, drama and community service programs
- Yearly Parent Appreciation Dinner for parents of students on the Honor Roll.
- Parent workshops provided in core subjects

- Box Top drive managed by a parent. Families send in box tops from foodstuff packages and coordinator uses these box tops for fundraising
- The Flap Jacks breakfast fundraiser in collaboration with Applebee's restaurant and coordinated by parents

Current:

- **Sports and Arts in Schools Foundation (SASF)** provides daily 3 hour afterschool program for all students incorporating the arts and sports with academic and homework help.
- **Brooklyn Children's Museum Teen Thursdays:** 8th grade students participate in a hands-on interactive Social Studies workshop with Brooklyn Children's Museum to make the history they study in class come alive
- High School Night hosted by the guidance counselor to provide parents with orientation and information about the high school application process and inviting high schools to present on their programs
- Annual Career Day. Professionals from a plethora of businesses, organizations in the neighborhood and beyond come in to the school and share insights into careers
- Annual Poetry Day. Poets or readers from city organizations come in to read and discuss poetry with students
- Parent Surveys: **94%** parent response rate. We host a parent night to support parents in completing surveys
- Urban Advantage School: Partnering with this organization gives support in science instruction. Provides trips for students to extend knowledge and apply scientific principles
- Pencil Program which provides students with opportunities to engage in technological and architectural, math and science applications to apply knowledge to real word applications(example math in soundproofing the music room)
-

Innovations/promising programs

- Saturday School and Holiday Intensives to provide intense academic support in math , science and ELA, extending the learning time for students
- Peer tutoring program in math
- Regents classes in science and math
- C.H.A.M.P.S. program for sports enrichment after school.
- We have been selected to have 3 PIC/DT teachers chosen from among our staff
- Adopt a child program. Each staff member adopts a group of students to mentor.
- Guest teacher: Teachers team up to be guest teacher in each other's classrooms
- Participation in Pi math tournaments, Poem in the Pocket Day
- Student of the Week/ Month programs to honor students leadership and social skills
- School news club run by a teacher to encourage journalism skills in students
- PBIS- Positive Behavior Interventions and Supports program to support positive behavior and respect for all
- Participation in Penny Harvest, City Food Drive, Annual coat drive for families
- and share best practices and for our teachers to act as mentors and professional friends for colleagues
- Mothers'/Fathers' Day Celebrations and Secret Pal programs among staff to support positive staff morale and camaraderie which positively impacts relationships with students.

Success in providing quality education

Academic Success

- School Report Card: A –rating 3 consecutive years
- Proficient on Quality Review
- Above 90% rate of Regents passing in math and Earth Science every year
- Increase in percentage of students improving scores in MOSL pre and posttests;

- Increase in number of students scoring level 2 and above on benchmark assessments
- Increased number of students who met the criteria for promotion on state math and ELA Test
- 99% students attaining at least 1 level above September's starting level; over 60 % attaining 2 or more levels above original level

Behavioral success

Positive Behavior Interventions and Support (PBIS): We integrated the PBIS curriculum into the curriculum. This curriculum culminates with a school-wide writing project which is used as an assessment grade. There is a decrease in suspension, increase in attendance and we have been off the list of persistently dangerous schools for years.

Participation in city programs

Last year 6, 7, 8 graders participated in the PI Math Tournament against top performing schools in the city. Students in grade 6 were one question away from being in the top 3 places.

District science competition: First, second and third place winners in 8, 6, and 7 grades respectively in this **District**

Spelling Bee: 1st and 3rd place

City Teacher Leader Program

Three teachers have been selected as Demonstration/Peer Instructional Coaches for this school year.

Strengths and Focus

Our area of most significant progress was math.in which we moved from being at the 55th percentile in the city to 72%. Our key area of focus this year is writing across all content areas. Another focus area is science and a third is the struggling learners.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Data from the Measures Of Student Learning Pre-test indicate that the majority of students across grade 6 to 8 are writing mastery at or below level 3 using a 6point rubric. Using the state’s 4 point rubric to score the first whole school writing baseline assessment the average score was a 2. Students demonstrate difficulty to write extended responses in all content area as evidenced in classwork and on class assessments.

We use Common Core Learning Standards aligned curricula for instruction in the core subjects, supplementing city – approved commercially prepared curricula with other CCLS aligned materials to fill gaps in these curricula. We engage in regular curriculum assessments and mapping. However in looking at students’ work, writing evidenced based extended responses remains a priority. Hence our area of focus this school year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 100% of students will write 2 to 6 evidence-based extended responses across all content areas. In ELA students will write at least 6 responses and at least 75% of students will show mastery of at least a level 2 proficiency in 3 out of 6 of these extended responses. In Math, SS and Science, students will write 4 or more responses and at least 75% of students will show mastery of at least a level 2 proficiency in 2 out of 4 of these extended responses. In music, Spanish and Physical Education, students will write a minimum of 2 responses; 100% of students will attain at least a level 2 in these responses.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
ELA teachers will provide daily opportunities for students to write for at least 15 minutes uninterrupted daily, using a generic bank of writing prompts. On-line programs such as Sound Reading and MyOn	Students	September 2014 to June 2015	Teachers will implement; principal will

<p>will be implemented to boost the reading/ writing relationship. All classes will be given at least 2 extra periods of writing support (in Reading/Writing)</p> <p>3 common writing prompts will be done by students- the first in September; the second in DECEMBER/January and the 3rd in May/June</p> <p>In Math, students will be instructed and supported to write evidence-based explanations of their mathematical thinking and practices/processes; trained in procedural and conceptual writing about number sense, algebra, geometry and in developing logical reasoning. Students will write about mathematical applications in the real world.</p> <p>In Science students will be trained in writing process for describing and analyzing experiments and supported in scientific research process;;</p> <p>In SS students will be trained in document –based writing and in historical analysis</p> <p>In the other content areas, students will be supported in regular writing about content specific concepts, including research and practical applications.</p> <p>Adjustments and modifications will be made for students with disabilities, ELLS. Such adjustments will include but not be restricted to writing scaffolds such as sentence starters and organizers.</p>	SWDS, ELLS		oversee the activities
<p>Students will be supported in mathematical, scientific, historical research, including but not limited to biographies and famous mathematicians etcetera, with scaffolds such as graphic organizers, technology and kinesthetic aids. Students will engage in the process of studying and responding to one of the tasks from the CCLS Library.</p>	Teachers and students	September 2014 to June 2015	Teachers will implement; principal will oversee the activities
<ul style="list-style-type: none"> • Hold informational sessions for parents regarding, CCLS curricula, assessments and standards • PTA meetings and other PD sessions, • Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year • At least one parent workshop around writing 	Parents	September 2014 to June 2015	Admin, parent coordinator and teachers
<ul style="list-style-type: none"> • Curriculum letters will be sent home so that students and parents will be apprised of writing focus in the curricula. • Goals will be posted publicly for parents and students to see 	Students , parents, teachers		Teachers and admin will implement

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We will utilize the curriculum coordinator, PIC’s and DT to spearhead the planning (cc) and implementation (PIC& DT) of this initiative. Common planning time will be scheduled weekly in order for teachers to share writing ideas in grade and subject meetings.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January 2015:

- Writing prompt #2: a whole school writing assessment based on a topic which spans all content areas.
- The target is that at least 50% of students writing samples should show a positive movement from level 1 or 2.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

In the 2013-14 school year our student population of ELLS grew and so did the referrals to Special education. There were new special education guidelines coming on stream which would have full effect in the 2013-14 school year. This year the teachers are collaborating on best practices to support students in engaging in the lessons, producing more and better quality responses to open ended questions and improving their performance on assessments. This led us to decide on exploring multiple entry points and how do we use them in instruction to attain our goals. We want to define and identify multiple entry points and understand how they can be used in instruction. We support student engagement in their learning, collaborating on best practices focusing on school-wide approaches. We want to explore the best ways to engage students and to cause our instruction to have the greatest impact on student connection and achievement. Teachers will shift assumptions to incorporate practices which support all cadres of students.

One of our goals is to get teachers to shift classrooms from being teacher centered to being student centered, by getting teachers to move away from relying on chalk and talk as their primary vehicle of instruction. We want teachers to have a full sense of ownership of the shift resulting in full implementation of diverse creative ways of teaching, scaffolded by a supportive environment, where the emotional response to risk-taking is cushioned and minimized. The aim is to have teachers embrace pedagogical and technical shifts, in a supportive learning environment, which would then trickle down to students. In this kind of atmosphere, we are subtly motivating teachers to come on board with the paradigm shift, step out of their own comfort zones, abandon fear of risk –taking ; try something new, dissect it with colleagues, try again, while developing a hearty repertoire of skills and strategies. The teachers need support and structure in instructing ELL’s and students with special needs. We envision this instructional focus as a way to achieve this goal while responding to students need to be cognitively engaged.

Students are bored in some classes and are apt to cause behavioral problems. Therefore teachers need a way to channel students’ energy and maximize their performance. We need teachers to be able to guide students in understanding how they learn best. We also want them to use students’ learning interests and intelligence strengths in harnessing students’ entry and sustained attention in lessons. We also have to respond to societal demands for students’ knowledge and dexterity with technology, math and science and consequently instruction has to mirror this demand.

In order to promote self-esteem and build positive interaction among students we will continue to embed Positive Behavior Intervention Supports as a means of assisting staff’s capacity to develop and foster a safe positive, collaborative school culture in which students feel supported to manage their learning and behavior while they are challenged to take risks driven by a rigorous curriculum.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 at least 90% of students will demonstrate the tenets of PBIS as measured by at least 30% reduction of superintendent and principal suspensions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> 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 regularly and use PBIS in addressing students' behavior Teachers will provide multiple means of representation of information and offer alternatives to auditory and visual information 	All students All students SWD & ELLS	September 2014 to JUNE 2015	Administrator, dean, teachers and para-professionals
<ul style="list-style-type: none"> Teachers will design rigorous lessons providing multiple entry points to engage and challenge all learners Use of the Sound Reading Program to support students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) 	Teachers All students especially SWD & ELLS	September 2014 to June 2015	Sound Reading teachers, teachers and para-professionals
Hold informational sessions for parents regarding PBIS, CCLS curricula, assessments and standards PTA meetings and other PD sessions, and ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year; <ul style="list-style-type: none"> At least one parent workshop should be offered in the fall 	Parents	September 2014 to June 2015	Administrator, parent coordinator and teachers
All of the above strategies and actions will promote trust across the school community.	Admin, teachers, students, parents	September 2014 to June 2015	Administrator, guidance counselor, parent coordinator, teachers and para-professionals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Extra ELA classes scheduled to support the instruction of PBIS, para –professional scheduled to supervise the incentive store, Dean

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January 2015:

- Tracking of OORS data for a decrease of incidents ongoing.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Though we are a collaborative staff, not all collaborative processes are systemic or evident in all classes or grades. Though teachers are committed to the success of their classrooms, some instructional best practices which would ensure this success and maximize improvement, are not consistent. Collaborative discussions are not at the same level in all classrooms, neither is the seamless transition from subject to subject in each grade. During observations, it is clear that in some classes, the students and teachers use the same language and strategies across core curricula, but this is inconsistent in all grades. It is our intent to deepen collaborative processes and structures and to broaden some practices

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-2015 school year, we will continue teacher collaboration to develop instructional best practices, in order that at least a 95% of teachers will receive an effective rating as measured by Danielson rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
A common planning session will be written into all teachers’ schedules in order for teachers to meet daily for planning curriculum, look at students’ work, design common rubric, and discussion of best practices	Teachers	September 2014 to June 2015	Teachers and admin
Both in-house and outside Professional development on best practices for ELLS and SWD’s and UDL(Universal Design for Learning) principles will be provided for teachers and paraprofessionals	SWD’s; ELLS)	September 2014 to June 2015	Teachers and admin
Parent Workshops	Parents	September 2014 to June 2015	Admin, parent coordinator, teachers

All of the above	Admin, parents staff, students	September 2014 to June 2015	September 2014 to June 2015
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Use of extended day time; network PD resources ,UDL principles

Part 5 – Budget and Resource Alignment

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

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

BY Jan 2015:

- At least 3 rounds of inter-visitations focused on UDL principles
- Evidence of the use of the same collaborative structures in classroom conversations and student writings across content areas in all grades.

Part 6b. Complete in **February 2015**.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|--|--|-----|--|----|
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The curriculum needs continuous assessment and revisions in order to address the gaps between students’ performance and the expectations of CCLS and state exams. Teachers need dedicated time and opportunity to focus on talking about curricula and instructional practices and the alignment with students’ needs. The school leader has to be firmly entrenched in the knowledge of curricula, instruction and assessment in order to evaluate teachers and the progress which students are making towards achieving curricular goals.

The priority will be curriculum planning in all subjects but specifically in core curriculum areas and looking at students’ work in order to determine curricular needs and priorities.

Our priorities are evidenced by the following data sources:

- School Quality Snapshot 2013-2014 – 17% of our students met the State Standards on the State English test.
- Progress Report 2012-2013 – 5.8 out of 17 points in closing the Achievement Gap
- Quality Review 2010-2011 - states, School needs to “Expand teacher use of a wider variety of differentiated instructional strategies so that students are engaged in lessons that lead to improved learning.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

School leader will lead, facilitate and provide opportunities for all teachers to participate in professional development sessions to improve pedagogy and to reflect city-wide expectations and CCLS standards as measured by an increase in rating data from Danielson Rubric

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Administration will provide teachers with training in programs to be implemented. 	Teachers	September	Principal, curriculum

<ul style="list-style-type: none"> Teachers will create curriculum maps based on the units in the curriculum and program guides and both administrators and teachers will ensure that ELA and math curricula are aligned to the Common Core Standards in grades 6 to 8 by researching the CCLS in those grades and matching the standards with the tasks in the maps Teachers, curriculum coordinator and administrator will conduct curriculum review sessions to evaluate whether the tasks and instructional practices in the map sufficiently addressed the standards. Revisions to the maps will be made if necessary, based on the findings and conversations Administrators will ensure that curricula in other subject areas are aligned to the applicable subject areas, by having teachers involved in similar mapping process as in number 			coordinator, teachers
Teachers will use Universal Design for Learning to ensure access for all learners when mapping curricula	SWD's, ELLS	September to June	Principal, Teachers, curriculum coordinator
.Parent workshops focused on school-wide programs	Parents	September to June	Principal, Teachers, Parent coordinator
Common planning, Professional development, inter visitation, parent workshops	Teachers, parents admin	September to June	Principal, Teachers, curriculum coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
CCLS standards, curricula; UDL principles, `common planning times built into teachers' schedules

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<u>By January 2015</u> <ul style="list-style-type: none"> Second revision of curriculum maps Increase in rating data from all 8 rated Danielson Domain Rubric 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Our school has been successful in creating some partnerships with organizations such as PENCIL, Homeless Youth, and NY CARES. These partnerships have resulted in many successful enterprises, like school beautification and development projects with NY CARES, engineers working with students to apply science in specific projects, creating robotic projects, learning argumentation from classes with an attorney, among others. We are still having challenges with finding ways to help families with homework help. Some students do not have the resources and we find that in many classrooms, the average homework completion is done fewer than half the students. This school year our usual partnership with the Pencil organization and NY CARES will continue. Those partnerships help to strengthen the instructional core through applications of subject content and by giving students opportunities to learn alongside experts in business or creative organizations.

In order to expand our collaborations with the community and to provide students and families with the support afforded by partnerships with community based organizations, we have developed a partnership with the Sports and Arts in Schools Foundation, to provide an afterschool program for students for 3 hours every day.

Our priority will be to develop a strong support for students and families for homework and tutorials and with non- core subjects such as art, drama and sports.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-15 school year, we will develop at least one new partnership with a CBO, in order to expand learning and extra- curricular opportunities for students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Facilitate professional development opportunities for teachers and CBO’S around the mutually beneficial relationships of partnering and	Staff, CBO’S	Summer 2014 to	Principal, parent coordinator, CBO

how staff can access, learn and participate in these partnerships		June 2015	personnel
Expand kinesthetic, music dance and artistic opportunities for students in a program which expands the school day.	All students, but SWD's and ELLS especially.	Sept - June	Teachers, para-professionals, parent coordinator
Use SLT brainstorm and plan strategies to develop partnerships. Invite CBO's and businesses to PTA meetings. Parent workshops by CBO.	parents	SEPT 2014- June 2015	parents
Regular meetings with CBO and staff throughout the year. Invite parents to meetings.	Students, parents, staff , CBO	SEPT 2014- June 2015	Principal, Parent Coordinator, CBO, staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
CBO'S, Extended school hours to accommodate after school program, nutrition, service providers, I Ready Reading and math Program, books for reading club and leadership program

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Funding from CBO									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
By December 2014:				
<ul style="list-style-type: none"> New CBO partnership present and fully functioning 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students receiving a level 1 in state exam Students reading below grade level	Sound Reading Program MyOn Reading Program Accountable Talk/ Collaborative discussions Guided Reading/Writing Think/Pair/Share <ul style="list-style-type: none"> • Turn & Talk • Close Reading • Real World Connections 	Small group <ul style="list-style-type: none"> • SETSS 	During the school day Saturday Academy After School Sessions
Mathematics	Students who received level 1 in the state exam	Tutoring	Small groups and one to one	Tutoring before and after school
Science	Students scoring a level 1 on MOSL Pre-tests	<ul style="list-style-type: none"> • Fieldtrips to cultural and Science institutions • Scientific Inquiry • Creating Models • Scientific Inquiry by means of • Secondary research • Controlled experiment 	Small groups	During the school day Saturday Academy After School Sessions
Social Studies	Students scoring a level 1 on MOSL Pre-tests	<ul style="list-style-type: none"> • Discussion Groups • Oral Presentations • Close Reading • Accountable Talk • Turn and Talk • Leveled Groupings 	Small groups, one to one	During the school day

		<ul style="list-style-type: none"> • Reading and Listening • Emphasis on Academic Vocabulary • Close Reading 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Students with IEP requirements; students identified by teachers SBST or parental requests 	<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 	<p>During school hours</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In the recruitment of highly qualified staff, school teams comprising the principal or assistant principal, 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 are 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 then comes to a consensus about the interview candidate.</p> <p>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 curriculum coordinator as well as the lead teacher, conduct teacher team meetings by grades or departments 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 through skyping as well as the physical visits, 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</p> <p>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.</p> <p>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</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Built into our school programming are collaborative team planning times, weekly grade, subject, department meetings. There is also a weekly Tuesday afternoon PD session. We also have what we term 'Minds –on Mondays' and Turnkey Mondays'. These sessions are for teachers to attend in-house professional development sessions facilitated by in house</p>

experts, network achievement coaches, DOE talent coaches or other invited presenters. Topics are selected based on our needs and on the school's yearly PD Plan or the city-wide Expectations

The network provides monthly professional development for math, science, Social Studies and ELA teachers. Teacher "Ambassadors" and administrators attend these trainings in CCLS aligned instruction and planning. These PD information is then turn-keyed to the rest of the staff, in our turnkey sessions which are supported through budgeted allocations

We opted this year to use Pearson curricula for math and Scholastic Code X for ELA. Teachers and administrators are released as often as PD is presented by the company. The PD offerings are directly aligned to the CCLS.

Additionally, in the summer of 2013 teachers, and administrators attended the various workshops on Advance held over the city. Teachers are also allowed to attend workshops and trainings during and after school hours.

Our school is an Urban Advantage school. As a result we are privy to the professional developments workshops specifically for science. We also collaborate with the Brooklyn Museum and some of our teachers are trained in their Project Green Reach program which augments their repertoire of science skills and strategies. Being a PENCIL school some teachers also benefit from PD in scientific and math applications in the classroom as members of the ARUP engineering firm co-teach and hold workshops for teachers in the field of math and science applications.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

NA Middle School

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are members of the MOSL team which decide the measures of students' progress and how teachers will be rated by the city according to the progress shown by students, among other measures.

Teachers comprise curriculum teams which decide and map curricula which include various types of assessments of

students' progress. Inbuilt in the curricula are formative and summative assessments.

Testing Professional development is specifically done by the testing coordinator who turnkey's assessment/testing strategies gleaned from city or network workshops. Teachers are also trained in assessment for and of instruction by the curriculum providers(Scholastic and Pearson)

Additionally, 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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	214,930.00	x	11-22
Title I School Improvement 1003(a)	Federal	NA		
Title I Priority and Focus School Improvement Funds	Federal	NA		
Title II, Part A	Federal	NA		
Title III, Part A	Federal	NA		
Title III, Immigrant	Federal	NA		
Tax Levy (FSF)	Local	1,447,096.00	X	11-22

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool

to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

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;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

[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, Gilliam and Mrs. Nieves
Approval and adoption of final draft	November SLT meeting	Ms. Campbell, Mr. Cormack, Ms. Gilliam and Mrs. Nieves.
Parent Involvement meeting to review and revise plan	April's SLT and PTA meetings	Ms. Campbell, Mr. Cormack, Gilliam and Mrs. Nieves.
Present findings and proposed changes to PIP/SPC	June PTA meeting	Ms. Campbell, Mr. Cormack, Gilliam and Mrs. Nieves.

4. 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 1, 2014	Mr. Cormack
Autodial via School Messenger reminding parents about Annual Title I Meeting	Friday, December 5 and Monday, December 8, 2014	Mr. Cormack
Annual Title I Meeting	Wednesday, December 17, 2014	Ms. Campbell, Mr. Cormack, Gilliam 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	4	Staff Responsible
Orientation/Curriculum Night	September 16, 2014	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 15, 2013 at 6:30 PM	Ms. Campbell

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	Ms. Campbell, Mr. Cormack

	month at 5:30 PM	and Mrs. Nieves.
Math Night	Spring 2015	Ms. Boyd & Mrs. Lindsey-Francis
Literacy Night	Spring 2015	Mrs. Sheryann Atkinson
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 Thursday, November 20, 2014 from 1:00 PM until 3:00 PM and 5:30 PM until 8:00 PM and on Thursday, March 12, 2015 from 1:00 PM until 3:00 PM and 5:30 PM until 8:00 PM and Wednesday May 6 from 5:30 pm to 8 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 2014	ESL teacher Parent Coordinator
IEP workshops	Fall and Spring 2014-15	ESL teacher, Guidance Counselor, Special Education teachers and Parent Coordinator.
Translation services	Throughout the school year	ESL teacher, Parent Coordinator

ADOPTION

The School of Integrated 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 11.13.2015 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 12.19.2015.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 17	Borough Brooklyn	School Number 354
School Name School of Integrated Learning		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Monique Campbell	Assistant Principal John Samerson
Coach Betsie Green	Coach type here
ESL Teacher Zoraida Grafals	Guidance Counselor Maxine Griffith
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Elroy Cormack
Related Service Provider type here	Other LaShawn Gilliam, PTA President
Network Leader(Only if working with the LAP team) type here	Other Betty Nieves, UFT Rep.

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	240	Total number of ELLs	19	ELLs as share of total student population (%)	7.92%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-in							0	2	1					3
Pull-out							4	4	4					12
Total	0	0	0	0	0	0	4	6	5	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	4
SIFE	4	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	19	4	4			3			3	19

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	19	4	4	0	0	3	0	0	3	19
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
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	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section 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	1	3					6
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic								3	1					4
Haitian							2	3	3					8
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	5	7	7	0	0	0	0	19

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	2	5					11
Intermediate(I)							0	1	1					2
Advanced (A)							1	4	1					6
Total	0	0	0	0	0	0	5	7	7	0	0	0	0	19

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	1			2
7	4	2			6
8	2	1			3
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		2						4
7	4				3				7
8	5								5
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	5								5

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The School of Integrated Learning, M.S. 354 is a small school that has a small diverse ELL population including Arabic, Bengali, Haitian Creole, and Spanish English language learners (ELLs). The school leadership has a clear vision that includes high expectations for ELLs supported by a purposeful plan of action leading to post-secondary options, including college. M.S. 354 instructional plan begins with the

assessment process. A variety of assessments are administered to ELLs. Two instruments used to assess the early literacy skills of our ELLs are the following:

- A) SIFE Oral Interview Questionnaire
- B) The Academic Language and Literacy Diagnostic (ALLD)

First, the Oral Interview Questionnaire is used to identify if the student had lapses in school instruction of more than two years. The other instrument is the Academic Language and Literacy Diagnostic (ALLD). ALLD is only administered to students whose home language is English or Spanish. If a student is found with two year interruption in their formal education, the student is further evaluated. Their native language literacy skills are evaluated with a brief writing sample and reading comprehension passages in the student's native language. The ALLD is administered to students in grades 6-8 after the HLIS and the LAB-R have been administered.

We also administer the DRA to incoming sixth (6th) graders; keep running records; and the NYC Periodic Assessment for ELLs. Teachers use DRA results, along with the results of other assessments to plan for small group, guided reading instruction, including targeted interventions and supplemental support. Teachers select materials that match ELLs' instructional levels and provide appropriate instruction. In addition, ELLs are administered all content area tests including Science, Social Studies, and NYS Math assessment. The NYS ELA test is administered 12 months after enrollment. The New York State English as a Second Language Assessment Test (NYSESLAT) is administered and scores for each ELL are analyzed to determine proficiency in the four literacy skills areas of listening, speaking, reading, and writing. All the data obtained from these assessments is used to plan interventions for our ELLs.

NYSELA and MATH

The 2013 NYS ELA assessment was administered to 11 English language learners in grades 6-8. The assessment performance data indicates that 36% of ELLs in grades 6-8 are approaching the standards in ELA, and 63% of the ELLs in grades 6-8 did not meet the standards in ELA. The 2013 NYS MATH assessment was administered to 16 English language learners in grades 6-8. The assessment performance data indicates that 19% of ELLs in grades 6-9 met the standards in math, 13% of ELLs are approaching the standards in math, and 69% of the ELLs did not meet the standards in math. The academic performance of ELLs ranges from level 1-3. The range not only reveals the academic strength and potential of ELLs, but also presents the need to improve instruction in order to accelerate learning.

Science

None of our current ELLs were administered the 2013 NYS 8th grade Science assessment. The 5 ELLs referenced in this section are students who are currently in 8-grade and have taken the 7-grade math exam in 2013 and not the 8-grade exam. Therefore, these students have not yet sat for any of the 8-grade exams which include the NYS science. The data is reflecting their last grade's performance. However, these 5 ELLs will take the 8-grade NYS science in June. The current level of performance is projected based on their math performance.

NYSESLAT

In 2013, 58% of all students scored at the beginning level of language acquisition in the NYSESLAT. Many students remained at the same level of language acquisition but scored higher on the scale particularly in writing. However, the same students scored slightly lower in reading on the new NYSESLAT test that reflects the Common Core. As shown on the NYSESLAT Combined Modality Report (RNMR) on ATS, 1 student scored proficient on all 4 modalities of the NYSESLAT - a remarkable gain since this student was also a SIFE student; 68% of students in grades 6-8 scored at the beginner or intermediate level on the reading and writing modalities. NYSESLAT scores also show that six students or 32% scored at the advanced level of English language development.

LAB-R

Initially, ELLs are identified and placed using the Language Assessment Battery-Revised (LAB-R). LAB-R scores for the school year 2013-2014 indicate that new arriving students scored at the beginning level. So far this year, we had two new admits: one student whose home language is Arabic and another student whose home language is Haitian Creole. Both students scored at the beginning level of language acquisition on the LAB-R. LAB-R test scores indicate that these new arrivals have no command of English and require more time to learn English. The LAB-R will be replaced with the NYSITELL. The NYSITELL assessment is aligned with the New Language Arts Progressions former (ESL) standards and New York State English Language Arts standards.

Data patterns across NYSESLAT modalities and LAB scores will affect instructional decisions as follows. All ELLs will be provided with the following:

- aligning ESL programs to English Language Arts (ELA) and mathematics Common Core curriculum and standards,
- building the capacity of all educators to deliver coherent programs and high-quality instruction,
- implementing effective assessments, and
- increasing parental participation in the education of ELLs.

Data, assessment tools, and resources help provide educators and parents improve schools and support student learning.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The results and data patterns across proficiency levels described above indicate that our students are making the progress necessary to meet our ultimate goal of having at least 75% meet or exceed state standards on state standardized tests. In analyzing the LAB-R and NYSESLAT data patterns across proficiency levels, data patterns results revealed that the students' English language proficiency is

limited but improving in reading and writing modalities due to the fact the majority of our ELLs, 68% are newcomers and have received three years or less of ESL services. The data also revealed that 35% of long term ELLs scored at the advanced level of language in the NYSESLAT. They have been able to acquire the verbal skills needed for English fluency; however, they are lacking the comprehension and reading skills needed for proficiency.

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

The 2013 NYSESLAT combined modality sets analysis has not been released by SED as of 12/12/13.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. Patterns on LAB-R and NYSESLAT data across proficiency levels indicate the students' English language proficiency is improving. Patterns of proficiency across grades indicate that 72% of students in grades 6-8 scored higher in the reading modality while reading test scores dropped for 4 of our students. Newcomers account for 64% of all ELL enrolled at the school. Newcomers, the majority of whom have received three years or less of ESL services, scored at the beginning level in reading while students at the advanced level of language proficiency are performing better on the NYSESLAT. Students at the advanced level have been able to acquire the verbal skills needed for English fluency; however they are in need of increasing the comprehension and reading skills needed for English proficiency. The ELLs who took the test in English are performing comparably at the same level with the students who took the test in their native language. For the 2013 math exams, 4 students opted to do the test in the native language; 1 on the 6-grade level and 3 on the 7-grade level respectively. All 4 students scored a level 1 on this exam which is similar to their counterparts who completed the exam in English.

4b. At M.S. 354, school administrator, grade-level team leaders, and inquiry team member examine Periodic Assessments results. The English Language Learner Periodic Assessment is used in addition to other formative assessments discussed above. The detailed information provides students' strengths and weaknesses in English language development that teachers use to inform instruction. Administrators and teachers disaggregate the data from Periodic Assessments and use the information to determine specific needs for groups of ELLs.

4c. The Item Analysis Report provide teaches information on how students did, both individually and as a group (across a class, school), on each modality of reading, writing, and listening. Test results on each item on the ELL Periodic Assessment provides information and inform teachers on the appropriate strategies to implement in the classroom. The information helps determine instructional planning to promote the four language modalities. All teachers create an optimal learning environment and promote flexible uses of language at the five levels of language progressions. ELLs are allowed to use their home language to access the content when they are at the Entering and Emerging stages of new language progressions. Transitioning students can also use their home language when they have a need to. Students at the Expanding and Commanding language progression stage will be expected to use English to communicate in the four communicative modalities. Students are expected to demonstrate gains receptively in the listening and reading modalities and productively in the speaking and writing modalities of English language learning as indicated by the Student Performance Descriptors for New Language Arts Progressions.

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

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions? The students' English language development is considered in instructional decisions. To this end, ESL and content area teachers utilize the Common Core Initiative Progressions to inform instruction for ELLs. The linguistic demands within the Progressions will facilitate planning for integrating language as a teaching goal. Teachers will be able to plan for the specific language that a unit demands.

The ESL and content area teachers differentiate instruction for students. The Progressions support teachers in understanding how to create content area scaffolds such as graphic organizers, sentence starters and rubrics that target the content area standard and match the students' language ability in English or home language. Here is an example of differentiated linguistic scaffolds that students will require in the 5 progressions. "Entering" students for example, will be able to develop their listening, reading, speaking and writing skills by focusing on key words in text, while "Emerging" students will focus on key phrases and short sentences in the new language. "Transitioning" students will need less explicit teaching of language and can replicate models, while "Expanding" students can be supported with tools such as glossaries while "Commanding" students can be expected to work more independently. All students will be working within the same content area, but the teacher will be able to create different supports for the students to access the

content and the academic language that is integral to the content area.

Content area teachers determine the specific scaffolds for ELA, Science, and Math by recognizing the precise way in which content should be broken down for students learning English. For instance, in Social Studies using a cause and effect graphic organizers is essential for understanding historical events. Sequencing becomes essential for understanding how a specific cycle works in science. Rubrics are used for assessing the reliability of a source. Summarizing is essential for distinguishing the main idea from unimportant details in a text.

Teachers develop formative assessments according to levels. Knowing what students should be able to do at each level create benchmarks against which to measure progress. If, for example, a student should be able to integrate information from the text into a graphic organizer with the support of only a word bank, a formative assessment can include that scaffold and the teacher can recognize if the student needs more support, or if the student is ready to move to the next level. Teachers can also develop rubrics to assess the ability of students to participate in partnership, small group or whole class discussions and measure progress over time.

7. 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?

N/A

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

The school is providing successful programs for ELLs as indicated by assessment results. ELL students continue to attain academic growth and higher levels of English proficiency in the four modalities of writing and speaking and on listening and reading in all ELL-subgroups as they integrate into mainstream classrooms. ELLs are also improving in ELA and other content area tests. Teachers utilize effective strategies grounded in research-based instructional models within the Danielson framework that supports learning for all students to move students beyond AYP and close the achievement gaps.

Part IV: 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 ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

M.S. 354 conducts a thorough initial identification process to determine English language learner (ELL) status and proficiency level of students whose home language is not English and may possibly be an ELL. The identification process is in agreement with city and state regulations. All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency.

The general intake process for students whose home language is not English includes a two step identification process which includes the administration of the Home Language Identification Survey (HLIS) to determine the child's home language, followed by the administration of the Language Assessment Battery-Revised (LAB-R). The LAB-R will be replaced with the the New York State Identification Test for English Language Learners (NYSITELL) effective February 1, 2014 and our school will no longer use the LAB-R. The NYSITELL assessment is aligned with the New Language Arts Progressions former (ESL) standards and New York State English Language Arts standards.

The HLIS requires parent to answer several language questions regarding the child's language dominance for reading, writing, listening, and speaking. A student is considered to have a home language other than English when (a) 1 question on the HLIS Part 1: questions 1-4 indicates that the student uses a language other than English, and (b) 2 questions on the HLIS Part 2: questions 5-8 indicate that the student uses a language other than English, and (c) the informal oral interview with the parent and student indicates a language other than English. Based on the results of the HILS, and the results of the informal oral interview, further literacy development screening and testing may be required using the assessment listed below.

- A) The Academic Language and Literacy Diagnostic (ALLD)
- B) SIFE Oral Interview Questionnaire

The Academic Language and Literacy Diagnostic (ALLD) is an assessment to identify students with interrupted formal education (SIFE). The ALLD is administered to students in grades 6-8 after the HILS and the LAB-R have been administered and an interview with the Oral Interview Questionnaire has identified an interruption of more than two years. ALLD is only administered to students whose home language is English or Spanish. Students with two year interruption in their formal education are further evaluated. Their native language literacy skills are evaluate with a brief writing sample and reading comprehension passages in the student's native language.

The HILS is completed by parents with the assistance of the following pedagogues. Ms. Grafals, the ESL teacher and coordinator, is the designated licensed pedagogue who completes the HILS with the parent. Other trained pedagogues that assist in administering the HILS are Ms. Campbell, the school principal and Dr. Samerson, the assistant principal. Ms. Dillon the pupil attendance secretary is responsible for conducting the initial screening, ensures entry of student's home language in the designated ATS screen, and then files the HILS in the student's cumulative record and remains a part of the student's permanent record.

When parent request language assistance, the parent coordinator contact the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy which is responsible for providing language access support to families and parent. Translation is available in nine most common primary languages other than English spoken by persons living in New York City as identified by the Department of Education. However, parents may rely on an adult friend/companion or relative for language and interpretation services. Our school's trained pedagogues that assist with translation and interpretation services for parents are listed below.

In-House Translators and Oral Interpreters

Staff Member	Language	Title
Dr. Z. Grafals	Spanish	Teacher
Ms. Paradis	Spanish	Teacher
Ms. M. Jean	French, HC	Paraprofessional
Ms. N. Jarrett	Spanish	Paraprofessional

If the HILS indicated LAB-R eligibility, then the newly arrived student is tested with the LAB-R English proficiency test within ten days of the student's enrollment in the NYC school system. Students whose first language is Spanish are tested using the Spanish LAB. The LAB-R results determine whether students who scored below proficiency are entitled to bilingual or ESL programs and services as mandated by the state.

LAB-R eligible students are tested within the first ten days of initial enrollment. The LAB-R is immediately hand-scored locally before the answer grid is sent to BAO. This informal score determines the newcomer's English proficiency level. Students who score below proficiency on the LAB-R become eligible for state-mandated services as indicated by in-house hand-score results. The principal uses LAB-R data to inform instructional programs and services based on student's levels of language acquisition. An entitlement letter is sent to the parents/guardians of each student who is eligible for ELL services. Parents are invited to select one of the 3 instructional programs offered in the NYC public schools.

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.

The structures to inform parents about the 3 educational programs offered by the NYCDoe are described below. At the time of registration, parents of our new ELLs are invited by our ESL coordinator and teacher to an orientation meeting to inform them on standards and assessments and to inform parents of the 3 choice of programs regardless of whether the preferred model is currently offered at our school. Parents are the only ones who determine the program their children receive.

In order for parents to understand the three educational models, and to help them make the appropriate choice, parents are invited to watch the "Orientation Video for Parents of English Language Learners." The video is available in 13 languages. A trained pedagogue is present at all times. The Parent Brochure, in the parents' native language, is provided after the 3 models are thoroughly explained to them. The brochure inform parents about English learner's identification, eligibility, program options, types

of ELL programs, and ways in which they can participate in their child's education. Below is a description of the three programs parents choose from:

- Transitional Bilingual Education (TBE). A TBE program for ELLs includes grade-appropriate an English as a Second Language (ESL) component, as well as content area instruction in both the native language and English, Also, TBE programs include a Native Language Arts (NLA) component designed to develop communication and academic skills, e.g., listening, speaking, reading and writing, in a student's home language while promoting students' history and culture. In the first year, TBE students are expected to receive 60% of instruction in their native language and 40% in English.
- Dual Language programs serve both ELLs in need of English language development and monolingual English-speaking students who are interested in learning a second language. Programs are designed to continue developing ELLs native language, as well as English language skills. Monolingual English-speaking students become bilingual. Each group provides linguistic role models for each other. In the Dual Language model students receive half of their instruction in English, and half of their instruction in the second language.
- Freestanding English as a Second Language (ESL) programs provide instruction in English, emphasizing English-language acquisition. Students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. However, native language support is available whenever possible. The three programs offer language development and rigor in academic subjects; however, the amount of instructional time spent in English and the native or target language is different.

After watching the video, parents make an informed program choice and indicate such preference by completing the Parent Survey & Program Selection Form. Parents indicate their program choice regardless of whether that choice is offered at M.S. 354 with the numbers 1, 2 and 3 to select the Transitional Bilingual, Dual Language, or Freestanding ESL program. Number 1 indicates their first choice or the program in which parents would most like have the child enrolled. For parents who are unable to view the video at registration, letters of invitation in the parents' home language are sent home indicating date, time, and location of the orientation meeting. Parents who cannot attend the scheduled orientation are invited to call the Parent Coordinator to schedule an appointment or discuss program options over the phone. Invitations are sent home within the first ten days of the child's enrollment. In addition M.S. 354 staff try to reach parents by via certified mail. Phone logs are maintained at the school.

Parent choice, as indicated on the Parent Survey & Program Selection Form, is entered on ATS designated screen (ELPC) by the ESL teacher regardless of whether that choice is currently offered at the school and filled in the student's permanent record. Students without completed Parent Survey & Program Selection Forms are recorded as "No Parent Survey & Program Selection Form" in ATS and counted as a selection for a bilingual program for the purposes of placement and for opening new programs (CR Part 154).

If a parent chooses the free-standing ESL program currently available in the school, the student is placed in that program and provides the student with a full schedule. If the parent chooses a TBE or the Dual language program, the principal will contact the Office of English Language Learners which will coordinate a transfer to a school where the program is available. While the school awaits the transfer, the child is temporarily placed in ESL until the transfer is completed within ten days of enrollment.

Once parents complete the intake process, the Parent Survey and Program Selection Form is reviewed filled by the ESL coordinator. All survey and selection forms are kept on file in the ESL—room 354. Once the child's program has been determined based on the steps outlined above, schools send parents a placement letter indicating the program in which their child has been placed.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters in English in the parent's native language are presented to parents of newcomers. Mr. Cormack, the parent coordinator, who works closely with the ESL teacher and school supervisors to inform parents throughout the year in a number of ways: one-on-one meetings, phone conversations, and through informational packets.

Parents are strongly encouraged to attend the orientation so that they can make an informed program choice. However, if after extensive outreach a parent/guardian does attend orientation and the Parent Survey and Program Selection form is not returned, the default program for the student is the TBE.

The ESL teacher and the parent coordinator ensure that entitlement letters are distributed and sent home. Every effort is made to ensure that the information parents are getting is useful, thorough, and timely. Other letters are sent home as needed. They include

- Entitlement Letter (Appendix C), when a student scores below proficiency on the LAB-R
- Parent Survey and Program Selection Form,

- Placement Letter (Appendix D and F)
- Scores at or above proficiency on the LAB-R (Appendix E)
- Non Entitlement Letter
- Scores below proficiency on the NYSITELL Continued Entitlement Letter (Appendix G)
- Scores at or above proficiency on the NYSITELL Non Entitlement/Transition Letter (Appendix H)

Copies of all letters are maintained under lock and key in the ESL Department.

The Freestanding ESL program model offered at M.S. 354 is aligned with the parents' choice as indicated by their program request on the Parent Survey and Program Selection Form. Parents are informed that the child's continued entitlement will be determined by his or her performance on the New York State Identification Test for English Language Learners (NYSITELL) - the only test approved by the New York State Education Department for the initial identification of students as limited English proficient and is the only NYSED-approved test for measuring LEP/ELL students' level of English proficiency on an annual basis to determine whether these students continue to receive ESL/bilingual programs and services. The NYSITELL is administered in the spring.

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.

The criteria used and the procedure followed to place identified ELLs is described below. At M.S. 354 all ELLs are provided with the appropriate ELL program as described by NYCDoE policy, ASPIRA Consent Decree, Title VI of the Civil Rights Act of 1964, and the 1974 U.S. Supreme Court decision *Lau v. Nichols*, which established the right of students with limited English proficiency to have a meaningful opportunity to participate in educational programs.

The principal and the ESL teacher maintain and review parents' choices provided by parents during orientation. The principal and LAP members review program data throughout the year and make sure that program choices for ELLs are aligned with parent choice. Data on parent choice is recorded on a table format by the ESL teacher to facilitate tracking data obtained from the Parent Survey and Program Selection Form in order to plan and open new programs if needed. The information is kept in a binder in room 354.

Data on student population home language is also downloaded from ATS. The RBPS report from ATS is downloaded to compare and examine the population data based on home language background. All efforts are made to comply with NY State Commissioner's Regulations Part 154, as amended by the ASPIRA Consent Decree, which requires schools to form bilingual programs in grades K to 8 when there are 15 or more ELLs with the same language in one grade or in two contiguous grades. The above procedures ensure that all ELLs are provided their mandated ELL services in a timely and appropriate manner in order to promote learning and achievement.

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

The New York State English as a Second Language Achievement Test (NYSESLAT) is the only test approved by NYSED for measuring LEP/ELL students' level of English proficiency on an annual basis to determine whether these students continue to receive ESL/bilingual programs and services. Each ELL is administered the NYSESLAT in the spring. Test scores determine whether or not the student continues to be eligible for ELL services. The NYSESLAT also indicates the student's progress relating to acquisition of English language skills in listening, speaking, reading, and writing and determines a proficiency level of beginning, intermediate, advanced, or proficient. Steps taken to ensure all ELLs receive the NYSESLAT is outlined below.

First, ELLs that are eligible for NYSESLAT testing are identified assessing the RLER ATS report. As of December 13, the report indicates 19 English language learners in Grades 6–8 are eligible for testing. They will be tested annually until proficiency is attained as reflected in the score achieved on NYSESLAT. ALL students who have received ESL services are tested including those receiving services for six or more years. ELLs with disabilities, identified by the Committee on Special Education (CSE) or by a multidisciplinary team, including those participating in the NYS Alternate Assessment (NYSAA), must participate in NYSESLAT testing. None of our SWD fit this category thus far this year. Accommodations for students are specified in each student's IEP.

As suggested by NYS ED, all ELLs are informed about the NYSESLAT a few days before its administration. Students are informed that the test is designed to show how well they can listen to, read, write, and speak the English language. Announcements are made in such a way as to increase the students' interest in the test and at the same time not cause them to become overly concerned. The general types of questions they should expect to see on the test are also explained.

A student may be medically excused from testing if documentation from a medical practitioner is obtained as indicated by NYS ED, and kept on file at the school indicating that the student is too incapacitated to test at the school, at home, or in a medical setting.

When reporting student assessment data to the Department for a student who is medically excused, the principal must report the student's results with an Assessment Standard Achieved Code of "93" in the Student Information Repository System (SIRS).

The ESL teacher also notifies parents in writing and in their native language of NYSESLAT outcomes and program eligibility before the beginning of the following school year. The ESL teacher send home a continued entitlement letter, which emphasizes program continuity for ELLs. Parents are informed that students will continue to receive ESL until their scores on the NYSESLAT show that they have learned English well enough to participate in English-only classes.

ELLs who continue to score below the expected level of English proficiency continue to be entitled to ELL services. The principal, the school LAP team, and the teachers use NYSESLAT scores to maximize ELL services and instruction to meet the varying needs of ELLs. ELLs scoring at or above proficiency are no longer entitled to ELL services through state funding and must enter an all-English monolingual class. The ESL teacher sends home a Non-Entitlement letter and a copy is kept in the students' cumulative folder. However, students reaching proficiency are entitled to time and a half in state and city assessment.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The trend in program choice in each of the past seven years indicates that 100% of the parents of our new arrivals have chosen to place their children in our Freestanding ESL program. None has ever requested reference or transfer to a TBE or DL program elsewhere in the district. The current number of ELLs registered at M.S. 354 for the 2013-14 school year is 19 students whose parents has requested ESL as the program in which they would like their child placed. If a parent were to chose the TBE or DL program, the parent or guardian would have had the option of transferring their child to a school within the district provided such program is available.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

M.S. 354 offers the Freestanding ESL program. Ms. Grafals is the ESL teacher with full TESOL credentials. She teaches the ESL model that consists of both push-in and pull-out model. She pushes into academic classes and pull-out from non-academic ones like music and physical education. For the pull-out model, ELLs are brought together from various classes for English-acquisition-focused instruction. ESL is taught through the use of specific ESL instructional strategies emphasizing English language acquisition. The ESL program is designed to bridge the linguistic and academic gap limited English proficient students experience during the 5 levels of language progressions: Entering, Emerging, Transitioning, Expanding and Commanding stages (formerly 4 levels Beginning, Intermediate, Advanced and Proficient) of English language acquisition. All instruction is delivered in English using ESL methodologies designed to create a risk-free environment that stimulates authentic learning and promotes a safe supportive community within each classroom. Teacher collaboration, common planning, and conferencing ensure that area instruction does not suffer as a result of the pull-out program. On the other hand, for the push in model, the ESL teacher works in the mainstream classroom in collaboration with content area teachers to develop collaborative partnerships and support inclusive practices to accommodate the needs of diverse English language learners. The ESL teacher plans with mainstream teachers to ensure curriculum alignment. Grouping for instruction is based on mixed proficiency levels or heterogeneous grouping. All instruction is age and grade appropriate and follows Children First reforms that focus on strengthening ESL program models so that they are academically challenging. ESL instruction is also aligned with the NYSED New Language Arts Progressions (NLAP) aligned to the Common Core Learning Standard in every grade.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The Freestanding ESL program implemented at M.S. 354 includes 2 instructional components of language arts instruction: English Language Arts (ELA) and English as a Second Language (ESL). ELA instruction is provided by content area teachers. The ESL component is provided by the ESL teacher. The instructional program provides classes for students at the 5 levels of language progressions Entering, Emerging, Transitioning, Expanding and Commanding levels of English language competency and literacy proficiency.

2a. The Beginning and Intermediate students receive ESL instruction for a total of 360 minutes or eight (8) mandated periods 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). The ESL teacher, holding an appropriate license for teaching English to Speakers of Other Languages, provides language development instruction in English. As per CR Part 154 content area instruction and ELA classes are delivered in English. Mainstream content teachers use ESL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Language learning competency is based on academic content that is specific to each academic discipline where students are treated as historians and scientists. Consequently, ELLs are expected to work at the same level as all of the other students in the school. Curriculum options are the same for ELLs and non-ELLs. Teachers use QTEL strategies that are most applicable to the curriculum being taught. Ms. Green, the Curriculum Supervisor, help identify the strategies that are most appropriate for the concepts being taught. M.S. 354 teachers also use data to monitor ELL performance. In particular, they monitor ARIS to analyze NYSESLAT and ELA scores to identify when ELLs have improved. After examining the data, teachers try to figure out achievement gaps and identify the specific actions that can help students achieve most in these areas during class or afterschool.

Content area instruction and ELA classes are delivered in English to students, who enter the New York City school system, with limited English-speaking abilities. They face the challenge of learning how to read, speak, write, and understand a new language while at the same time mastering grade-level content. Mainstream content teachers use ESL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge. Small flexible grouping is in place to address the needs of ELL subgroups.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Native language support is delivered in our Freestanding ESL model. ELA and content area instruction is delivered in English as per CR Part 154. ELLs use their home language in order to access the content. Flexible use of student's home language is permitted and encourage in all classrooms in the first two stages of language learning regardless of their grade level. These stages are the Entering and Emerging stages of English language arts progressions. Students at these 2 stages can use their home language in order to access the content.

ELLs use their home language in order to access the content. Students at the Transitioning stage can make use of their home language when they have a need to. The ESL and content area teachers use 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.

The new English as a Second Language Arts Standards are aligned to the Common Core. As suggested by NYSED, the New Language Arts Progressions (NLAP) for every NYS Common Core Learning Standard in grade 6-8 is being used to inform teaching and learning.

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

The LAP team, the ESL teacher and all content area teachers use the New Language Arts Progressions (NLAP), formerly known as English as a Second Language Learning Standards, to ensure that ELLs meet the Common Core standards. ELLs are evaluated in all four modalities of English acquisition. To do so, teachers utilize the NLAP performance indicators that address all four components of language: listening, speaking, reading, and writing. In addition, they monitor ELL student progress (e.g., student work, formal and informal assessments e.g., ARIS and NYSESLAT test results), and systematically adjusts instructional planning based on a wide variety of evidence and data. Teachers use the NLAP to develop grade level instruction for students with varying levels of language proficiency and literacy.

The NLAP have five levels of progressions: Entering, Emerging, Transitioning, Expanding, and Commanding. Teachers engage students of all literacy levels with grade-level texts. The amount of scaffolding provided by teachers is based the students' 3 literacy levels (1) Students with strong schooling in their home language, (2) Students with Interrupted Formal Education (SIFE), and (3) heritage speakers.

The NLAP are aligned with the idea that new language development most successfully happens when integrating content and language. The ESL teacher and content area teachers engage ELLs in authentic content-specific tasks from the very beginning of their exposure to the English language rather than working with simplified texts or lower level texts. Teachers provide appropriate scaffolding (e.g. pre-identified words, different graphic organizers, option to use home language, goggle, glossaries etc.) so that language learners can start developing the four modalities of language for academic purposes while at the same time they are developing basic communication skills.

NYSESLAT modalities scores will promote instructional decisions as follows. All ELLs will be provided with the following:

- aligning ELL programs to English Language Arts (ELA) and mathematics Common Core curriculum and standards,
- building the capacity of all educators to deliver coherent programs and high-quality instruction,
- implementing effective assessments, and
- increasing parental participation in the education of ELLs.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiated instruction is provided to all ELLs by all content area teachers and the ESL teacher. All teachers use the New Language Arts Progressions (NLAP), formerly known as English as a Second Language Learning Standards, to ensure that ELLs meet the Common Core standards.

6 a. SIFE: There are four SIFE ELLs at MS 354. SIFE students are given extra support at our school, particularly through push-in/pull-out. The focus for SIFE students is on developing their literacy skills and vocabulary development so that they will be able to function on their grade level and beyond. Additionally, SIFE students are provided with native language glossaries and English dictionaries and they encouraged to participate in after-school program so they can receive additional help by content area teachers.

6. b. Newcomers (Less than 3 years): There are twelve ELLs who are considered newcomers, having only received ESL for up to three years. Most of these students are required to take the State ELA exam in their second year. ELL students are exempt from tacking the ELA if on April 1, 2014, are attending school in the US, for the first time, for less than one year. Newcomers ELLs are given 8 periods of Freestanding ESL class and are supported throughout their day by content area teachers who use NLAP and ESL methodologies in their lessons. The students are provided with native language materials as available in an effort to maintain and promote their native language proficiency. They also participate in the after-school program.

6. c. Long Term ELLs: There are four long term ELLs 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. ELL students receiving service for 4 to 6 years receive additional support during the day through push-in/pull-out. The focus for these students is on reading comprehension skills and writing. The content area teacher also provides additional support for these students during the day by pairing them with a proficient student. They, too, are encouraged to participate in after-school programs.

6. d. The focus on Long-term ELLs is in the area of reading comprehension and writing. Content area teachers provide additional support by providing them with English/Spanish dictionaries and thesauruses. They are also given support during the day through push-in/pull-out. They are often paired with an English speaking student or a native language student. They are encouraged to attend after-school, and they will receive additional support in reading and writing.

Regarding testing:

- ELL students may be eligible for one, and only one, exemption from the administration of the Grades 6–8 Common Core English Language Arts Tests.
- ELL students are NOT exempt from content area exams e.g. math.
- Schools may administer the NYSESLAT in lieu of the Grades 6–8 Common Core English Language Arts Tests, for participation purposes only.
- The one-year exemption window does not have to be 12 consecutive months.
- Students enrolled anytime during a month, including July and August, are considered enrolled for that month.
- As such, eligible students may be exempt from taking the NYSTP in ELA for the first year in which they are enrolled during the NYSTP ELA test administration period.
- Such students may not be exempt in subsequent years, even if they have been enrolled in a US school for fewer than 12 months.

6. e. Former ELLs are supported after achieving proficiency on the NYSESLAT in a number of ways. First, appropriate testing accommodation on the NYS testing is provided for up to two school years after achieving proficiency on the NYSESLAT.

- Separate Location (All Exams). State examinations may be administered to ELLs individually or in small groups in a separate location.
- Third Reading of Listening Selection (English Language Arts Exams Only). Proctors may read the listening passage on the Regents Comprehensive Examination in English and on the Grades 3-8 English Language Arts Tests a third time to ELLs.
- Bilingual Glossaries (All Exams Except Foreign Language). ELLs may use bilingual glossaries when taking State examinations in all subjects except foreign languages. The bilingual glossaries may provide only direct translations of words. Bilingual glossaries that provide definitions or explanations are not permitted.
- Simultaneous Use of English and Alternative Language Editions (Not Allowed for English Language Arts & Foreign Language Examinations). For State examinations for which the Department provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they are instructed to record all of their responses in only one of the two editions.

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

The New Language Arts Progressions (NLAP) and a balanced approach to literacy provides access to academic content areas and accelerate English language development. This approach is being implemented to ensure that all ELLs students in all subgroups including students with interrupted formal education (SIFE), long-term English language learners (LTE) and students with disabilities (SWD) meet the common core standards and competences set by local, state, and federal requirements under the Elementary and Secondary Education Act (ESEA).

The New Language Arts Progressions (NLAP) are research-based, flexible frameworks that all language arts teachers can use to guide their decisions about what scaffolds and supports are appropriate for students at different levels of language and literacy development relative to the Common Core-aligned ELA curricular units of instruction. NLAP suggest scaffolds and supports that teachers can use within the context of Common Core-aligned Language Arts instruction to be selected according to student level of new and home language arts progressions:

- Provide pre-identified key words, sentences, and phrases, word banks or glossaries.
- Provide sentence starters, cloze-type procedures, graphic organizers (modeled, partially completed), and note making guides.
- Use partnership and small-group discussions.
- Allow students to meet the standard in new or home language, especially in the early stages.

The instructional materials incorporate ESL and ELA standards. The primary purpose is to accelerate LEP/ELL students' social and academic English language development in order that the students master the grade-level content knowledge. This interdisciplinary, standard-based approach enables the students to meet the performance standards and succeed on state, city, and national assessments.

Content area teachers use various media. For example, 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. Multilanguage libraries are available to students in all content areas in languages such as French, Haitian Creole, Arabic, and Spanish.

All students are exposed to technology. Laptops, teachers using smartboards, and access to the internet are provided to accelerate language learning by ELLs. At M.S. 354, it is our goal to empower LEP/ELL students to achieve the NYS designated level of language progressions and to meet or exceed NYS, city, and national standards. To meet these goals, the students receive at least three years of academic subject area instruction using ESL methodology and instructional strategies. However, if a student does not meet ESL requirement by passing the NYSITELL within three years, a time extension may be granted by the Commissioner for a period of up to six years of additional ESL instruction. Support is given to those students who achieve proficiency score on the NYSITELL to ensure a smooth transition into an English language mainstream program. ELLs also participate in the 37 ½ extended day small group instruction. Differentiated instruction is in place for all subgroups including students with interrupted formal education (SIFE), long-term English language learners (LTE) and ELLs with Disabilities. In addition, students in content area classes are usually paired with a native language student who assists them in their native language. In addition, where possible, content area teachers provide work in the ESL student's native language. Small group instruction enables the teacher to provide targeted instruction in order to focus on each student's academic needs. Intensive small group instruction is provided for special education students and to Students with Interrupted Formal Education, SIFE to instruct middle school students. All laws and regulations for placement of LEP/ELL students, with possible handicapping conditions, are followed.

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

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. Teachers engage in curriculum mapping and inquiry to determine the needs of their ELL-SWDs within the least restrictive environment. ELL-SWDs are given support services from SETTS, CTT, and ESL instructors, who communicate with each other throughout the day about the progress of ELLs -SWDs.

During the team meetings, teachers discuss the students' IEP and the NLAP appropriate strategies, grouping and scheduling that would best benefit these students. We also use data to assess our instruction and make decisions based on student's performance to determine the best instructional needs for our ELLs-SWDs. Accommodations for students with disabilities are provided to eligible students and documented on the student's IEP or 504 plan, as appropriate. Examples of Method of presentation are listed below:

- * Braille and large type
- * Visual magnification and auditory amplification
- * Test questions read aloud or signed (on appropriate tests)
- * Direction Read and reread aloud
- *Use of calculator, abacus or arithmetic tables (on appropriate tests)

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

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

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

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

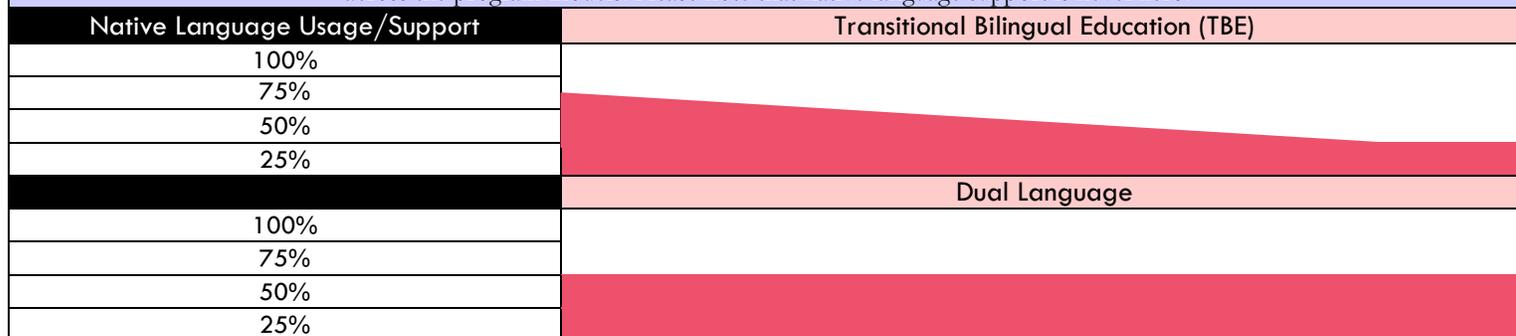
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our intervention programs for ELLs include after-school and Saturday academies in ELA and Math, various social and academic clubs according to students' interests, AIS reading and writing interventions by several of our teachers, and all mandated specialized services such as speech and SETTS.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL teacher and content area teachers engage ELLs in authentic content-specific instruction and appropriate tasks based on the 5 levels of student progressions. Content area instruction is given to ELLs from the very beginning of their exposure to the English language rather than working with simplified texts or lower level texts. Teachers provide appropriate scaffolding (e.g. pre-identified words, different graphic organizers, option to use home language, goggle, glossaries etc.) so that language learners can start developing the four modalities of language for academic purposes while at the same time they are developing basic communication skills. Flexible grouping for academic intervention, differentiation, and integrating ELLs into heterogeneous groups is practiced based on student needs and learning goals.
11. What new programs or improvements will be considered for the upcoming school year?
- None
12. What programs/services for ELLs will be discontinued and why?
- Unless there are further budget cuts during the school year, we do not anticipate having to cut any of our ESL services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. All ELLs are encouraged to participate in after-school and Saturday academies in ELA and Math. They are also encouraged to participate in various social and academic clubs according to their interests. The school offers supplemental educational services and after school programs. One of such program is the Academic Intervention Services (AIS). AIS provide support for students performing below grade-level expectations. Teachers establish targeted means of assessing students, facilitate learning, and monitor increased student learning and achievement. ELLs are also involved in extracurricular activities such as basketball, flag football, and the Spanish Luncheon Club. This club 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. Our programs are geared towards sports and academic achievement. These activities provide enrich socialization, recreation and offer excitement for the students involved.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Almost all of the classrooms in M.S. 354 are equipped with Smartboards 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in our ESL model. Flexible use of student's home language is permitted and encourage in all classrooms in the first two stages of language learning which are the Entering and Emerging stages, regardless of their grade level. ELLs use their home language in order to access the content. Students at the Transitioning stage can make use of their home language when they have a need to. The ESL and content area teachers use 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Support and resources provided to ELLs are age-appropriate. ELLs are grouped by similar linguistic/academic needs. small class sizes and grouping is also provided. All services, materials, lessons, and peer-pairing correspond strictly to the age, grade and social level, and culture of our ELLs. Other services and support is provided for students from bilingual social workers, guidance counselors, and psychologists as needed.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- 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.

18. What language electives are offered to ELLs?

The language other than English that is offered at MS 354 is Spanish. All seventh (7th) graders, including the ELLs, take it to satisfy the middle school foreign language requirement. In addition, the ESL teacher offers a Spanish 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.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

5C1: The successful implementation of Language Allocation Policy will also depend on staff development, teacher qualification, and knowledge of the needs of English language learners. The focus of the ESL/ELL professional development is to present research based strategies designed to help LEP/ELL students meet the Common Core Standards. The professional development sessions would encourage teachers to engage in reflection upon their pedagogical practice. Teachers and school personnel will have an opportunity to share “best practices” and to learn from each other. The staff development sessions are designed to meet the mandate under Part CR154.

All teachers who provide instruction to LEP/ELL students and other school personnel including paraprofessional and the guidance counselor are encouraged to participate in high quality professional development (PD) workshops that are needs driven and research-based. Our ESL teacher attends professional development workshops regularly and makes turnkey presentations to the other members of the faculty. 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. Other PD teachers are encouraged to participate in PD that provides information on how to identify and address the academic achievement gaps that may affect ELL students’ performance. The training will explore the impact of second language acquisition, lack of quality prior instruction, socio-economic status, and students with interrupted formal education. The workshop will provide an evidence-based approach to appropriate school-based services before, or instead of, referring for a disability evaluation.

5C2: Teachers and other school personnel will attend PD provided by the NYCDoE, BOCES, or in-house PD to support ELLs as they engage in the Common Core Learning Standards. Teachers are encouraged to visit EngageNY.org for the latest in real-time professional learning tools and resources to support educators in reaching the State’s vision for a college- and career-ready education for ELL students. Teachers are also invited to register for professional development institutes available from the Office of English Language Learners for the 2013-14 school year. Teachers may register at <http://schools.nyc.gov/Academics/ELL/EducatorResources/Professional+Development.htm>. DOE employees also register to receive additional information on ELL-related professional development opportunities and educational resources at OELL@schools.nyc.gov. Below is a sample of current PD available this school year:

“ELL Professional Development 2013- 2014 Offerings Available to NYCDOE Employees”

(1) Title:	Secretary Training on ELL-Related Matters		
Session Date	Borough	Time	Address
11/22/2013	Queens	9:00 a.m. - 12:00 p.m.	30-48 Linden Place, Flushing, NY 11354
12/5/2013	Queens	9:00 a.m. - 12:00 p.m.	30-48 Linden Place, Flushing, NY 11354

(2) Title:	School-based psychologists, speech-language teachers, and RTI team members		
Title:	When to Refer ELL Students for Disability Evaluations: What to Do Before Referral		
Session Date:			
11/21/2013	Manhattan	9:00 a.m. and 3:00 p.m.	Columbia University
12/05/2013			
12/12/2013			

(3) The Bank Street College of Education, Beyond the Language Series 2013
Addressing the Core of the Common Core: Supporting Social and Academic Language Development
11/01/13
11/02/13

(4) Center for Applied Linguistics (CAL) Promoting Education Networks (PEN): Standards-Based Instruction for Secondary English Learners Professional development project

An alternative to PD offered by NYCDoE, and BOCES, is M.S. 354 in-house professional development. PD is provided to teachers

on our monthly professional development faculty sessions and in a professional study group that meets weekly, to promote high levels of academic achievement as required by the Common Core State Standards while integrating second language instruction. PD also ensures consistent education for all LEP/ESL students and continually increases the school's capacity to work with the target population.

LAP team members are responsible in presenting in house professional development the first Thursday of each month. In house, professional development providers include the principal, the assistance principals, grade leaders, the ESL teacher, the special education inquiry group, and other staff members. PD focuses on sharing instructional strategies in order to continually increase the school's capacity to work with the ELL population. Professional development at M. S. 354 is designed to promote high levels of academic achievement while integrating second language instruction. Teachers participate in collaborative discussions and curriculum development sessions. The focus of the collaboration includes best practice, current relevant research, and the incorporation of technology into every day instruction.

5C3: 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.

5C4: Teachers new to NYCDoE in general education and special education classroom are mandated to receive 7½ and/or 10 hours, respectively, of professional development in ESL strategies. Our special education teachers have participated in Jose P. workshop organized by the Office of English Language Learners and District 17. They were trained in ESL methodologies and strategies. All teachers who have completed Jose P. training have received certificates. Records and signing sheets of all participants are securely kept in the main office filing cabinet. All teachers are trained in Understanding by Design, to create curriculum and lesson plans that meet the needs of ELL students and ensure that they have the opportunity to apply learning and skills that allow students to think critically.

If any of 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 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.

D. Parental Involvement

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

5D1: Improving communications with parents of ELLs is a priority at M.S. 354. Improvement efforts can only be fully successful with the direct involvement of parents as partners, especially for ELLs. By fostering a spirit of collaboration and support with ELL parents, as well as encouraging a sense of ownership over their child's academic success, parent coordinators are often the main conduit through which parents know about, understand and engage in their child's academic achievement.

5D2: Our school encourages parent and community participation by notifying parents about meetings, workshops and special events via letters sent home, telephone calls, and flyers hung around the school. All material is written in English and Spanish, as well in the other home languages of our ELLs such as Spanish, Arabic, French when necessary. There are translators available at meetings or workshops and many key speakers are community-based personnel who are bilingual. We also conduct two parent orientations, one in the Fall and one prior to Spring, where parents of newly admitted ELLs can be informed about the type of ELL programs we have and their rights in choosing a program, state standards, assessments, and program requirements for Bilingual and Freestanding ESL programs as per CR- Part 154 Regulations. Information at the orientations is presented to parents in their native language to the greatest extent possible, as well as a movie showing and explaining all programs in most languages. However, as newly enrolled ELLs come in throughout the year, our ESL and Parent Coordinator will meet with their parents and inform them of their rights in regards to program selections. In addition the school holds PTA Monthly Meetings with bilingual translation, Award Ceremonies and School Concerts and Plays that promote parent involvement. The school provides parents with opportunities for ELL parents to attend workshops from Community Based Organizations as well.

5D4: 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.

5D5: 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.

E. Additional Information

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

Based upon a careful assessment of the needs of all parents and guardians including parents and guardians of English Language Learners, we will use the services of the Translation and Interpretation Unit. To obtain free document translation services, we complete a Translation Request Form and submit it with the document to translations@schools.nyc.gov.

The Unit provides over-the-phone interpretation services and offers the ability to communicate with a parent with the assistance of an interpreter on the phone if the need arise. Parent volunteers translate and interpret Arabic to parents facilitate communication between teachers and parent. Outside vendors are contacted when needed for Arabic translation or interpretation of documents and services. Parents may choose to rely on an adult friend/companion or relative for language and interpretation services.

Currently, there are three staff member who speak Spanish including the ESL teacher who holds a PhD in ESL. She conducts both the language translation and interpretation in Spanish including the Parents Bill of Rights. Two staff member conducts translation and interpretation services for the French and French Creole speaking parents who need the services. The Bengali speaking parent is fully bilingual and speaks English well. Translation service signs are displayed by the main office. Our school practice is consistent with Chancellor RegulationA-663 providing translation and interpretation services to all parents who require language assistance in order to communicate effectively with the school.

Part VI: LAP Assurances

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)
Monique Campbell	Principal		
John Samerson	Assistant Principal		

Elroy Cormack	Parent Coordinator		
Zoraida Grafals	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Betsie Green	Coach		
	Coach		
Maxine Griffith	Guidance Counselor		
	Network Leader		
LaShawn Gilliam	Other <u>PTA President</u>		
Betty Nieves	Other <u>UFT Representative</u>		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K354 School Name: School of Integrated Learning

Cluster: Six 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.

The School of Integrated Learning –M.S. 354 make every effort to provide written translations, interpretation, and over the phone translation to parents. When a student registers, the pupil secretary and the ESOL teacher checks the HILS survey for home language of both the student and the parent. If the parent cannot communicate in English, the pupil attendance secretary records it on ATS, noted on the HILS, on the emergency blue cards, and in the ESL Compliance Manuel. If no qualified staff member is available to communicate orally to the parent, Mr. Cormack, the parent coordinator contacts the DOE's Translation and Interpretation Unit by phone or in writing to provide the services to parents. 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.

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 population of limited English proficient (LEP) parents, very little written translation of information is practiced. Instead the focus is on oral interpretation via telephone conversations offered to Arabic, and Bengali speaking parents. When necessary the parent coordinator calls 718-752-7373 to get over-the-phone interpretation services and to request an interpreter. M.S. 354 use the service during scheduled Parent-Teacher Conferences as needed. For document translations, a properly completed Translation Request Form is submitted to translations@schools.nyc.gov. This is usually done when documents must be signed and returned to school. In-house staff that speaks, French, Haitian Creole, and Spanish provides parents with both oral interpretation and written translation of documents.

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, M.S. 354 utilizes the services of the ESL teachers, the guidance counselor, a paraprofessional and school aide to communicate orally in Spanish, French, and Creole to parents. We will also communicate to those parents who are bilingual in English. Written communication is translated and sent home based 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.

Written translation, interpretation, and over the phone translation will be provided to limited English proficient (LEP) parents. In-house translators and interpreters will provide such service in French, Haitian Creole, and Spanish. The translation and interpretation focus is on oral interpretation via telephone conversations in Arabic and Bengali to limited proficient parents. When necessary, the parent coordinators will arrange for service by calling 718-752-7373 to get over-the-phone interpretation. Also, pertinent information which the school deems necessary for parents to have handy are translated, again by in-house staff, and then back packed home.

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

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