

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**17K354**

**School Name:**

**THE SCHOOL OF INTEGRATED LEARNING**

**Principal:**

**MONIQUE CAMPBELL**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: School of Integrated Learning School Number (DBN): 17K354  
Grades Served: 6,7,8  
School Address: 1224 Park Place, Brooklyn, New York  
Phone Number: 7187740362 Fax: 7187740521  
School Contact Person: Monique Campbell Email Address: Mcampbell3@schools.nyc.gov  
Principal: Monique Campbell  
UFT Chapter Leader: Takitha Lindsey  
Parents' Association President: LaShawn Gilliam  
SLT Chairperson: Takitha Lindsey  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Sheryann Hutchinson  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 17 Superintendent: Clarence Ellis  
Superintendent's Office Address: 1224 Park Place, Brooklyn, NY, 11213  
Superintendent's Email Address: CELLIS3@SCHOOLS.NYC.GOV  
Phone Number: 7182214372 Fax: 7182214326

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South BFSC. Director: Cheryl Watson-Harris  
Brooklyn Field Support Center - South  
415 89th Street, Room 409  
Director's Office Address: Brooklyn NY 11209  
Director's Email Address: cwatson21@schools.nyc.gov  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

Director's	
------------	--

Office Address:	
--------------------	--

---

---

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Monique Campbell	*Principal or Designee	
Takitha Lindsey	*UFT Chapter Leader or Designee	
La Shawn Gilliam	*PA/PTA President or Designated Co-President	
Sherrie Williams	DC 37 Representative (staff), if applicable	
Sheryann Hutchinson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sean Wynter	CBO Representative, Sports and Arts in Schools Foundation	
Debra McCurdy	Member/Parent Grades 6/7	
Kimani Smith	Dean/Teacher	
Shery-Ann Atkinson	Teacher/ Grade 7	
Cindy Massiah	Parent/ Grade 8	
Keisha Collins	Parent/ Grade 7	
Nicole Greenaway	Parent/ Grade 7	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
N/A	Student/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

**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 (Harvard, Princeton, and Columbia) as house names and to build school norms. It is used to support self and peer regulation of behavior and academics. The House system has been extended this school year to include competitions among students in sports and other team activities.
- **Study Halls:** Providing lunch and after school academic and behavioral support to all students as necessary.
- **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 mentee's needs.
- **PROSE Collaborative Teaching Model** : Teachers collapse large classes to create Integrated Co-Teaching (ICT), which provides extended time for learning. One teacher provides the content area expertise while the other teacher is able to provide strategic scaffolding in a separate location (either advanced or those needing remediation). This model supports **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).
- **Peer Instructional Coaches and Model Teachers** : Teacher leaders work to support colleagues by providing low inference feedback in areas of instructional practices, lesson planning, assessment and classroom management.
- **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**

## Current:

- **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. They also started a “Write for toys” drive this school year. In this drive all students who wrote request letters were granted the wishes on their list by donors procured through NY Cares.
- **Interfaith Hospital:** This organization provides programs for students and their families that support healthy living and healthy lifestyles. The programs also serve to promote student interest in the medical field
- **Brooklyn Botanical Gardens/ Project Green Reach** provides students the opportunity to explore kitchen botany and containerized gardening
- **Sports and Arts in Schools Foundation (SASF)** : Social and academic supports- STEM, leadership, book clubs, dance, music, drama, sports etc. **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** : 8<sup>th</sup> 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
  - ⌘ Program provides girls with the forum and atmosphere to speak freely
  - ⌘ They learn something new and different-Swahili phrases, new dance moves
  - ⌘ The promotion of self- respect, unity and self -reflection on their deeds and the impact of their behavior on others
  - ⌘ It teaches girls personal and social skills; They can talk about their bodies in a safe learning space
- **Boys-Art**
  - ⌘ Provides enjoyment and valuable concepts about becoming young men-what boys should learn and do
  - ⌘ It provides a forum for boys to express ideas and feelings through art
- **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, supporting us to prepare students for college and careers
- **Annual Poetry Day;** Poets or readers from city organizations come in to read and discuss poetry with students
- **Urban Advantage School** : Partnering with this organization gives support in science instruction. Provides trips for students to extend knowledge and apply scientific principles
- Yearly Parent Appreciation Dinner for parents of students on the Honor Roll.
- Parent workshops provided in core subjects

## Innovations/promising programs

- Saturday School and Holiday Intensives to provide intense academic support in math , Social Studies, science and ELA, extending the learning time for students
- Peer tutoring program in math and ELA
- Regents classes in science, SS and math
- C.H.A.M.P.S. program for sports enrichment after school.
- 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 4 consecutive years
- Well Developed on Quality Review
- Above 90% rate of Regents passing in math 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 in writing and Developmental Reading Assessment(DRA)

**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**: 1<sup>st</sup> and 3<sup>rd</sup> 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 55<sup>th</sup> 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.

## 17K354 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	225	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	13	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	9	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	87.9%	% Attendance Rate			91.3%
% Free Lunch	89.2%	% Reduced Lunch			5.8%
% Limited English Proficient	7.9%	% Students with Disabilities			24.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American			82.9%
% Hispanic or Latino	11.3%	% Asian or Native Hawaiian/Pacific Islander			2.5%
% White	2.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			5.71
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	17.0%	Mathematics Performance at levels 3 & 4			41.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			55.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

### Part 1 – Needs Assessment

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

Our strength is that we do have an interactive system of tracking data. The data is displayed in the classrooms for students to refer to during the course of the unit. Teachers may also access the data to inform their instructional practice for the next unit. However, this system is time consuming; therefore the school is considering alternate methods of effective data tracking.

Strength of our school is that teachers collaboratively update the curriculum maps on regular basis (at least 3 times a year). These revisions are based on assessment outcomes, modified goals, reflecting on instructional practices and any other students’ needs.

The school’s is strong in providing students with opportunity to write in various disciplines and contexts. Students also have multiple criteria for writing assessment. Data from writing is collected and used in goal setting. The school has scheduled extra time for writing in all grades.

Data from NYS Math and ELA tests indicate that 48% and 17% of students are performing at proficiency levels in Math and ELA respectively. Therefore, in order for these numbers to increase there must be continued focus on students’ progress in these areas.

A challenge for the school is that there is no dedicated writing program. The Code X program does not give sufficient targeted writing instruction or opportunities.

A priority need which will be addressed will be to provide students with targeted writing instruction by using a writing program in all content areas.

Additionally, MOSL Post test results for 6<sup>th</sup> grade self- contained SWD class showed only 2 students having scores of proficiency level 3 in any trait. Two other students scored a proficiency level of 2.5 in some traits and all other students had scores ranging from 0 to 1. In the 7<sup>th</sup> grade SWD self -contained classes

In the DRA June assessment, SWD students in all grades self- contained classes scored below the general education students, generally.

First year Ell’s scored significantly below the other students; in some cases too low in reading to do the DRA.

In the school’s writing benchmark culminating task, among the ELL’s in 6<sup>th</sup> grade, only 2 scored a level 3. In grade 7 and 8, 3 scored level 3.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year, all students will show an increase of at least 8% in performance scores in ELA and MATH, as evidence in 3 out of 6 assessments in ELA and 2 out of 4 assessments in MATH.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>To address the students learning needs in Reading and Math, Academic Intervention Services (AIS) will be provided for students who have demonstrated far below grade level decoding and reading comprehension skills. They will receive direct instruction using a research-based reading program such as SRA Corrective Reading, IReady Math &amp; IReady Math and Starfall.</p> <p>Another critical element will be the supports for SWDs and ELLs in every lesson. Differentiation will be done by levels, tasks, assessment, and instructional delivery whilst aligning to the CCLS and integrating technology. SWDs, ELLs and all subgroups will be exposed to tasks which also require reasoning and cognitive rigor, asking students to apply learning, have multiple entry points, varying points of views and interpretation and provide opportunities for accountability as learners.</p>	<p>ELL'S and SWD's will be primary targets; however, all students will receive the instruction in strategic writing instruction</p>	<p>September 2015 to June 2016</p>	<p>Teachers will implement these strategies. TC and LDC coaches, school coach and school administrators will oversee the strategies.</p>

<p>Professional development sessions will be offered to parents on all the instructional strategies. These will be offered in PTA meetings throughout the year and in the 40 minutes on Tuesday extended day, including parent workshops related to the contents of the Common Core NYS ELA and math exams, family evenings and other school-wide events such as parent raffles during parent teacher conferences.</p> <p>This home-school partnership will be developed to support the teaching-learning process, established by teachers, students and parents forming healthy partnerships that support the classroom experiences and students' performances.</p> <p>Professional development sessions will be offered to parents on all the instructional strategies. These will be offered in PTA meetings throughout the year and in the 40 minutes on Tuesday extended day, including parent workshops related to the contents of the Common Core NYS ELA and math exams, family evenings and other school-wide events such as parent raffles during parent teacher conferences.</p>			
<p>Teachers will provide daily opportunities for students to write for at least 5 minutes uninterrupted daily, using subject related writing prompts. On-line programs such as Sound Reading and MyOn will be implemented to boost the reading/ writing relationship. Read 180 Program will be implemented for SWD's and ELL's.</p> <p>3 common writing prompts will be given to all students- the first in September; the second in December/January and the 3<sup>rd</sup> 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>ELL'S and SWD's will be primary targets; however, all students will receive the instruction in strategic writing instruction</p>	<p>September 2015 to June 2016</p>	<p>Teachers will implement these strategies. Coach, school coach and school administrators will oversee the strategies</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>Professional development sessions will be offered to parents on all the instructional strategies. These will be offered in PTA meetings throughout the year and in the 40 minutes on Tuesday extended day, including parent workshops related to the contents of the Common Core NYS ELA and math exams, family evenings and other school-wide events such as parent raffles during parent teacher conferences</p> <p>This home-school partnership will be developed to support the teaching-learning process, established by teachers, students and parents forming healthy partnerships that support the classroom experiences and students’ performances.</p>	Parents/families	September 2015 to June 2016	The Parent Coordinator, teachers and administrators will jointly conduct sessions.
<p>Teachers and administrators will be given strategic professional development from TC, LDC and other organizations.</p> <p><b>Teachers will use the ELT to provide rigorous learning experiences</b></p> <ul style="list-style-type: none"> <li>• Additional learning opportunities such as: <ul style="list-style-type: none"> <li>] Writing across content areas</li> <li>] The arts (drama, visual arts/ music)</li> <li>] Technology (web-based learning)</li> <li>o Math (Ten Marks)</li> <li>o ELA (MyOn)</li> <li>o All other content areas (Board Works)</li> <li>] Field Trips</li> </ul> </li> <li>• Students will engage in project based learning. Teachers will monitor and assess student learning and providing feedback to students.</li> </ul> <p>They will provide effective instruction which is :</p>	Teachers and students	Summer 2015-June to June 2016	Contracted Providers will implement where applicable. Administrators and teachers will also provide professional development in certain areas.

<ul style="list-style-type: none"> <li>• Student centered</li> <li>• Teacher facilitated</li> <li>• Technology integrated</li> </ul> <p>As a result, classes will look like:</p> <ul style="list-style-type: none"> <li>o Cooperative groups</li> <li>o Peer supported</li> <li>o Accountable talking</li> <li>o Multiple resources</li> <li>o Print rich</li> <li>o Neat/clean/welcoming</li> <li>o Organized for maximum effort</li> </ul> <p>Multiple Entry Points: Teachers use Multiple Intelligence survey to identify students' highest intelligence and learning style. Teachers will plan lessons to accommodate students' learning according to students' multiple intelligences.</p>			
---	--	--	--

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Tax levy; ELT grant</p> <ul style="list-style-type: none"> <li>• Subject-based Teacher Team meetings</li> <li>– Grade Team Meetings</li> <li>– Math Teacher Team Meeting</li> <li>– English Teacher Team Meetings</li> <li>– Thursday- Social Studies Teacher Team Meeting and Science</li> <li>– New Teacher Support Team Meeting</li> <li>– Scheduled intervisitations by Coaches to observe and implement best common practices</li> <li>• Parent Coordinator, Guidance Counselor, teacher team leaders will provide Pd for parents on assessment protocol</li> </ul>

- Parent Coordinator creates and mails parent handbook which outlines assessment protocol
- Funding necessary for the procurement of testing materials (e.g. Ready)
- Purchase of MyOn reading assessment tool
- Provide teachers with with IPADS for data collection and dissemination to parent
- Purchasing of I-ready licenses; educational consultants to support implementation
- The use of the instructional coach, teacher team and Peer Collaborative Teachers for conducting sessions on data analysis and assessment
- Teachers would need to attend external and internal PDs (e.g. Teachers College Writing Project) or engaged in common planning. Funding will be used for bringing in substitute for per diem activities
- Scheduling for inter/intra-school PDs
- OTPS for students consumables and other CCLS-aligned materials
- TL NYSTL Funds for equipment, library books and software
- Title 1 SWP for parental involvement into PD sessions
- The use of professional period and development of rubrics for looking at students' work
- Purchase ink and copy paper

Funding will be necessary to ensure that relevant technology is in place, the instructional materials (e.g. books) and qualified personnel or providers are secured for successful implementation of every aspects of the plan.

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

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

### **Part 5 – Progress Monitoring**

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

By January 2016 all teachers should implement at least 2 units of the Teacher's College Writing Project (TCWP) and Literacy Design Collaboration (LDC) programs; Students should write the baseline and the midpoint writing assessments. All students should have at least 2 DRP assessment and select students will have at least 1 DRA. Other assessments may include unit pre and post test will also be used across content areas, benchmark assessments in core content areas, use of performance rubric to assess the Arts, teacher created differentiated assessment types (project, quizzes, take home tasks, story boards) and student data tracking and Academic Intervention Services (AIS) tracking.

In February 2016, 60% of students will increase one grade level in their DRP scores.

In February 2016, 60% of students will show improvement in 3 out of 5 traits on the schoolwide writing rubric.

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

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

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

### **Part 1 – Needs Assessment**

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

We need to strengthen students respect for differences and to promote anti –bullying, since students are still reporting covert and overt instances of bullying. Additionally, this year we have had 3 different students being hospitalized for personal breakdowns and coping challenges. Advisory will hopefully target and strengthen students’ ability to cope with various issues and to be more tolerant and respectful of all.

In the most recent school learning survey, the students’ responses indicated that they felt safe in their school. However, during the last school year there were 4 superintendent and 4 principal suspensions which directly correlate to elements of students’ inappropriate behaviors and discipline infractions. Since there is a direct correlation between students’ behavior and performance it is critical to strengthen behaviors through a systematic program. This will ensure that the school promote and maintain positive behaviors in order to obtain an upward trend in students’ performance.

In addition, the students’ average attendance for the last school year ranged between 90 and 91% on a daily and monthly basis. Again, since there is a direct relationship between students’ attendance at school and performance, we implemented strategies to encourage students to attend school. Also, the school is working on bridging stronger gaps between the home, school and community organizations for providing better structures for the families to deal with the social challenges which may be affecting students’ attendance.

### **Part 2 – Annual Goal**

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

By June 2016, staff and students will participate in a comprehensive school-wide program (Leadership) to promote personal, social-emotional health for success and safe, supportive and collaborative school environment as evidenced by a 5% increase in the school environment survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>As part of the Leadership Program, our CBO Sports and Arts in Schools will implement the 7 Habits of the Highly Effective Teen Curriculum into their Leadership course. Positive Behavior Intervention &amp; Support (P.B.I.S) will be implemented: Students and teachers will be given the opportunity to engage in dialogue and implement school-wide systems around the four elements of the P.B.I.S program during professional development, and classroom discussions. These four elements are:</p> <ul style="list-style-type: none"> <li>• Supporting social competence and academic achievement through screening and monitoring student performance and progress continuously.</li> <li>• Supporting staff behaviors through teaching and encouraging pro-social skills and behaviors.</li> <li>• Supporting student behaviors to address classroom management and disciplinary issues (e.g. attendance, tardiness, antisocial behavior).</li> </ul> <p>Supporting decision-making by using measurable outcomes and support as evaluated by data.</p>	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>Teachers, guidance counselor and administrators</p>

<p>Leadership will also include Positive Behavior and Interventions Systems (P.B.I.S): Students and teachers will be given the opportunity to continue to engage in dialogue and implement school-wide systems around the four elements of the P.B.I.S program during professional development, and classroom discussions. These four elements are:</p> <ul style="list-style-type: none"> <li>• Supporting social competence and academic achievement through screening and monitoring student performance and progress continuously.</li> <li>• Supporting staff behaviors through teaching and encouraging pro-social skills and behaviors.</li> <li>• Supporting student behaviors to address classroom management and disciplinary issues (e.g. attendance, tardiness, antisocial or intolerant behavior).</li> </ul> <p>The PBIS principles will continue to be posted in classroom, hallways, cafeteria, bathrooms, offices and stairwells. Keeping these principles in the line of sight of students and staff continually, will serve not only as a reminder of the tenets, but a strategy for embedded them in the thinking and culture of the community.</p> <p>The PBIS Incentive store will be in operation again to encourage positive behavior through tangible incentives.</p> <p>PBIS will be referenced and addressed in the Leadership Curriculum as students directly study <u>The Habits of Mind</u></p> <p>Mission/Vision/School Motto: In n addition the Leadership Program will incorporate the teaching of the school’s mission, vision, motto and credo, in order to strengthen students’ sense of belonging and ownership of the school and its initiatives and to foster students’ sense of belonging to the end that they will want to come to school.</p> <p>School motto: Follow the rules; make good choices and learn something new everyday.</p>	<p>All Students</p>	<p>September to June 2015-16</p>	<p>The administrator, guidance counselor &amp; Teachers</p>

<p>Credo: Learning Today; Leading Tomorrow</p>			
<p>To address students' tardiness and absenteeism, an attendance committee will monitor student s' daily attendance. Teachers will reward students for classes with 100% attendance each month. A bulletin board for perfect attendance will continue to be displayed prominently in the hallway. It will publish the names of students who fit the criteria monthly. Pizza and ice-cream parties will be funded to celebrate attendance monthly. Students will also get to redeem choice bucks gained as attendance incentives in the school store.</p> <p>Students with disabilities, ELL's, SIFE etcetera, will be fully involved in these programs with the support of special needs and ELL's teachers, Para –professionals and guidance counselor, as needed.</p> <p>We are planning to involve students fully in the following activities in order to engage them in the school in order to support learning and growing:</p> <ul style="list-style-type: none"> <li>• Student government</li> <li>• Assemblies (speakers, leading assembly program)</li> <li>• In classroom- collaborative discussions</li> <li>• Respect for all in advisory</li> <li>• Open door policy to speak with administrators and counselors</li> <li>• Teacher mentors</li> </ul> <p>Guidance counselor and social worker</p>	<p>Students prone to absenteeism, SWD Students, ELL'S</p>	<p>September to June 2015-16</p>	<p>The administrator, guidance counselor, Attendance teacher, parent coordinator, school psychologist, CBOs partners (Sports and Arts in School Foundation and community schools, selected staff</p>
<p>Parents will be involved in informational sessions regarding Advisory as part of the PTA Meetings.</p> <p>Information will be sent home to parents on the Advisory initiatives.</p> <p>We will invite parents to school-wide events used to celebrate students for positive behaviors, attendance and outstanding work or completion of the Advisory curriculum. We will also engage in the following supportive activities for parents and families:</p>	<p>Parents</p>	<p>September to June 2015-16</p>	<p>Administrators, parent coordinator, members of the PTA &amp; SLT, teachers</p>

<p>Parent Outreach, home visits, providing incentives for students, interest programs to encourage attendance .</p> <ul style="list-style-type: none"> <li>o Wake-up calls</li> <li>o School messengers</li> <li>o School counseling</li> </ul> <p>Attendance teacher works with counseling in schools to look at factors contributing to absenteeism and help teachers to implement structures to support social and emotional wellbeing in order to create positive attitude and interest in school counseling in school to help support peer group relationship which will impact students' in school interactions in order that students will want to attend.</p>			
---	--	--	--

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• CBOs (Sports and Arts in Schools and Community Schools) to implement social-emotional programs</li> <li>• Guidance counselor is the leader of the PBIS team, and will continue to facilitate training sessions and implement the elements of the program to suit the needs of the students.</li> <li>• Per session provided to select teachers for the development of Advisory curriculum.</li> <li>• The use of tangible incentives in the School Store as part of the program</li> <li>• Purchasing of items for the incentive program</li> <li>• Parent Coordinator and Community Schools will provide Pd for parents on student’s social emotional needs.</li> <li>• Teachers would need to attend internal PDs or engaged in common planning for Advisory. Funding will be used for bringing in substitute for per diem activities</li> <li>• Scheduling for inter/intra-school PDs</li> <li>• OTPS for students consumables and other CCLS-aligned materials</li> <li>• TL NYSTL Funds for equipment, Sean Covey library books and software</li> <li>• Title 1 SWP for parental involvement into PD sessions</li> <li>• Purchase ink and copy paper</li> </ul>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>The program will be in effect from September to June. By the first week of February, 2016 at least 60 % of the staff will fully implement the various elements of the comprehensive school-wide program (i.e. Advisory) to promote personal, social-emotional behaviors for success and a safe, supportive and collaborative school environment as evidenced by a decrease in principal and superintendent’s suspensions .</p> <p>By February 2016, 70% of students will show improvement in their personal and emotional health by a decrease in guidance and Student Implementation Team (SIT) referrals.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

### Part 1 – Needs Assessment

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

We are a collaborative staff, and all teachers are committed to the success of their classrooms. Teachers meet in grade teams and subject-based teams to design coherent instruction and review studentwork products. School received a 41% proficiency rate in ELA and 39% proficiency in Mathematics. Also, feedback from the Quality Review indicates that we are Well Developed in the area of Collaborative Teachers. Although we received a well developed in the area of collaborative teachers, we need to finetune our protocols for reviewing studentwork and providing students with actionable feedback.

### Part 2 – Annual Goal

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

In the 2015-2016 school year, at least 60% of teachers will use collaboration to develop instructional best practices in the areas of designing coherent instruction, question and discussion and engaging students in learning by showing improvement of at least one proficiency level in teaching practice reflecting in the tracking tool.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>			
Co-planning in grade, subject and across grade/subject teams will be used to continue to support all teachers. When teachers plan together, there is a commonality of language	Teachers & Students)	The strategies extend throughout the school year	Administrators, Coach, Teacher leaders(DT, PICs

<p>about expectations and establishing the essential framework for learning. Teachers will collaborate, share ideas, resources, strategies and best practices to allow students to have repeated similar experiences with strategies across content areas. For example, teachers will use academic vocabulary across content areas to enhance students' common understanding of words and phrases. In addition, teacher teams meet weekly to 'look at students' work,' write/revise curriculum maps, conduct gap / error analysis and make adjustments to curricula, assessment, and instruction. Therefore, daily and weekly common planning time was built into teachers' schedules and the school-wide programming to accommodate this process.</p>		<p>from September 2015 to June 2016</p>	
<p>Inter-visitations will be a common practice among the staff and with the partner school (MS 334). Teachers will have opportunities to experience how individualized instruction, for example, is implemented successfully in different classrooms; they will have opportunities to question and plan with their colleagues and the more experienced pedagogues. Coupled with this effort will be learning walks using the "critical friends" approach. Teams of staff including administration, teachers, and paraprofessionals will conduct walk-through of classes, observing and scripting the elements of best practices that are present. They will debrief these walks and plan next steps together, with the same team visiting struggling teachers, scripting the same ideas then discussing as "critical friends" to support the teacher.</p>	<p>All Teaching staff</p>	<p>From September 2015 to June 2016</p>	<p>Administrators, teachers, coach, teacher leaders(DT, PICs)</p>
<p>Both in-house and outside Professional development on best practices and UDL (Universal Design for Learning) principles will be provided for teachers and paraprofessionals in order that students with disabilities and English language learners can benefit from the best available instructional practices.</p>	<p>All teaching Staff</p>	<p>September 2015 to June 2016</p>	<p>Teachers and admin</p>
<p>In order to involve parents and community in this collaborative process, we will hold informational sessions during PTA meetings where we will have teacher teams present on the ideas in the plan and the work on collaboration in which they are engaged.</p> <p>We will also have the parent coordinator hold parent meetings with parents around collaboration and how parents and families can join in the collaborative process.</p> <p>We will continue to use SKEDULA to keep parents informed about classroom and school initiatives.</p> <p>We are re –building the school website. This website will be another avenue to ensure collaboration with families and communities as we update school initiatives regularly on this venue.</p>	<p>Parents</p>	<p>September 16, 2015</p> <p>November 17, 2015</p> <p>March 16, 2015</p> <p>May 11, 2016</p>	<p>Administration, teachers, parent coordinator</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 1 period per week for grade team and 1 period for subject team based meetings
- Teacher Incentive Fund (TIF) funds used to provide Peer Instructional coaches and model teachers, modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, best teaching-learning practices and analysis of students’ work for the subject/grade
- The use of the instructional coach, teacher team and Lead Content Specialist for conducting walk-throughs with a critical eyes
- PDs for engagement in common planning funding will be necessary for using our teachers to cover classes during their preps, and being paid at per session rate or bringing in substitutes for per diem activities
- Scheduling for inter/intra-visitations
- Use of the Danielson Framework and NYCDOE Advance System for teachers’ evaluation and students’ progress
- The use of the specified protocol for the walkthrough and looking at students’ work
- The continued use and development of rubrics for looking at students’ work

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

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

**Part 5 – Progress Monitoring**

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

By February 2016 at least 3 rounds of inter-visitations focused on UDL principles

By February 2016 there should be evidence of the use of the same collaborative structures in classroom conversations and student writings across content areas in all grades.

By February of 2016, we should have facilitated at least 2 parent meetings/workshops/seminars. The school website should be updated and current. All Teachers would have made at least 3 updates on SKEDULA.

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

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

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

### **Part 1 – Needs Assessment**

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

The curriculum requires continuous assessment and revisions in order to address the gaps between students’ performance and the expectations of CCLS and NY State exams. Teachers continue to require 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 school is strong in curriculum mapping in that in all subject areas, there are maps-beyond the commercial or state curricula. In all subject areas, teachers revisit maps and make adjustments at least twice. In ELA the maps are assessed at least 3 times for the year. The other subject areas need to revisit and assess maps with the same frequency and robustness.

The priority will continue to 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.

### **Part 2 – Annual Goal**

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

By June 2016, School leader will continue to conduct frequent cycles of observations; facilitate and provide opportunities for all teachers to participate in creating and modifying curricula at least 3 times for the SY 2015-16, to reflect city-wide expectations, CCLS standards and the gaps between standards and students’ performance .

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>o Formal observations will be conducted for each teacher based on UFT agreement and city-wide expectations. Teachers will be informally and/or formally observed 1 times for the year with the first observation beginning in September/October.</p> <p>o There will be 4 informal observations; additionally the various cycles of observation will be implemented to provide formal and informal feedback to the teachers as part of the teaching and learning process. To that purpose, there will be a time-line for observations. Pre-observation discussions will be centered on: Engaging students in learning; Sequence of specific lesson being observed; rationale for Lesson; teaching/learning plan; ELL/SWD supports; differentiation activities; learning outcomes/expectations; questioning/discussion activities; and assessment as per the expectations of the 8 components of the Danielson Rubric used for teacher evaluations. The post observation discussion will focus on the successes and challenges of lessons, a look at student work samples related to the students' understanding and gaps in their learning, the use of differentiation, data, grouping, individualized instruction, accountable talk, and what if anything should or could be changed in the lesson and why.</p>	<p>Teachers</p>	<p><b><u>Informal Observation First Cycle</u></b> September 2015 to October 2015</p> <p><b><u>Formal Observation Second Cycle</u></b> November 2015- December 2015</p> <p><b><u>Formal Observation Third Cycle</u></b> January 2016- February 2016</p> <p><b><u>Formal Observation Fourth Cycle</u></b> March 2016- April 2016</p> <p><b><u>Formal Observation Fifth Cycle</u></b> May 2016- June 2016</p>	<p>Principal, assistant principal</p>
<p>Administration will continue to provide teachers with the resources to create curriculum maps (purchasing from</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrators, teachers, coach</p>

<p>vendors or adopting from the state website) which address the targeted needs of our students.</p> <p>Teachers will provide ongoing revision and modifications to their curriculum maps based on the units in the curriculum and program guides. Teachers, subject leaders, coach and administrators will engage in 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.</p> <p>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</p>			
<p>Teachers will use Universal Design for Learning to ensure access for all learners when mapping curricula</p> <p>Teachers will also be supported to make SMART Goals for the curricula; these will then be transferred to the instructional process in the classrooms with :</p> <p>a. Teacher and student goals with interim checkpoints to leverage growth.</p> <p>b. Ensuring that teachers with expertise work with more challenging students and be able to support peers in the teaching and learning process.</p>	<p>Students with disabilities and English language learners</p>	<p>September 2015 to June 2016</p>	<p>Teachers and admin</p>
<p>Parent workshops will orient parents to this leadership initiative. We will conduct these workshops during parent orientations and in regular PTA meetings as well as in letters sent home with updates regarding this goal and its progress.</p> <p>As part of the teaching-learning cycle, teachers are encouraged to invite parents to come in and be part of the instructional process. Parents will have the opportunity to sit in the classrooms, observe the lessons, and participate in the learning activities and discussions. This practice will serve as a motivation for students, encouraging them to remain focused on the contents being taught, since their parents are present. In addition, this system will motivate teachers to plan well for their lessons since they would have to meet the satisfaction and expectations of the parents. Ultimately, parents would get a good sense of what and how the students are being taught. The goal is to familiarize them with the contents which they would be able to use as a means of providing assistance to their children and to have them as teaching partners who can provide motivation to students.</p>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Admin, parent coordinator</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Administrators require IPADS for low inference notetakings and feedback
- Teacher Incentive Fund (TIF) funds used to secure Peer Instructional coaches and model teachers, modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, best teaching-learning practices and analysis of students’ work for the subject/grade
- The use of the instructional coach, teacher team and Lead Content Specialist for conducting walk-throughs with a critical eyes
- PDs for engagement in common planning funding will be necessary for using our teachers to cover classes during their preps, and being paid at per session rate or bringing in substitutes for per diem activities
- Scheduling for inter/intra-visitations
- Use of the Danielson Framework and NYCDOE Advance System for teachers’ evaluation and students’ progress

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

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

**Part 5 – Progress Monitoring**

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

By the last week of January 2016, the school leader and assistant principal will conduct at least 2 observations for all teachers to ensure that they demonstrate proficiency in their practice as per the components of the Danielson’s Framework for Teaching

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

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

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

### Part 1 – Needs Assessment

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

In the 2014-15 school year, we developed a vibrant and productive relationship with a new Community Based Organization (CBO), Sports and Arts in Schools Foundation (SASF). We also continued our strong ties with New York Cares, Urban Advantage, The Peoples’ Alliance Credit Union, VISION. We developed a new partnership with Interfaith Hospital, the Brooklyn Children’ Museum, initiating the Teen Thursday program. We also developed partnership with UNICEF. All these partnerships have supported us in making stronger connections with families while strengthening our students’ academic awareness. These organizations underwrote parent activities as well as student activities- trips, concerts, work days immigration assistance, etcetera. Current partnership with CBOs such as New York Cares, Sports and Arts, and Inter faith Hospital will facilitate the improvement of the home-school engagement. A series of activities were implemented thus far to build relationships and will continue throughout the year at different times of the day to accommodate all families

Student suspension rate dropped. Only 4 students received superintendent’s suspensions-4 too many. Our preliminary stats from state tests show indications of students not falling below last year’s performance rates.

Although we have established relationships with most of our parents, there is a need to develop much stronger family and community ties, as evidenced in parent attendance at most school events. The aim is to provide students and families with the supports, continue to foster relationships with community services to address identified family needs, and provide professional development for staff on developing partnerships with families and/or the community. We need to continue to monitor partnerships and feedback from staff, family and the community to increase services that aid families in supporting the student achievement.

### Part 2 – Annual Goal

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

By June 2016, the school will provide a series of workshops and school based events for families, including Parent Teacher Conferences, resulting in improved parent involvement as measured by an increase in parental attendance to at least three school based events.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The Cummunity Based Organizations, (CBO's) will continue to infuse academic programs as well as social and emotional programs for students</p>	<p>students</p>	<p><b>September 2015 to June 2016</b></p>	<p>CBO's, Administration</p>
<p>Professional development will be provided for teachers and parents by some of these CBO's like Urban Advantage and Brooklyn Botanical Gardens for science teachers. Some will also offer parent and student workshops and students( Brooklyn Children's Museum, UNICEF, Brooklyn Botanical Gardens)</p>	<p>Teachers, parents , students, community</p>	<p><b>September 2015 to June 2016</b></p>	<p>CBO's, Administration</p>
<p>Several outreach programs will be organized, such as: Yoga fitness clubs, parent book clubs, and workshops, throughout the school year to involve the family.</p>	<p>SWD's, ELL's, all students</p>	<p><b>September 2015 to June 2016</b></p>	<p>Admin; teachers; service providers</p>
<p>At MS354, we believe parent(s); family and community involvement will also build students' academic achievement, attendance, attitude, and continued success. Therefore, all staff members will be involved in establishing a climate where parents and community involvement are actively solicited. We must ensure that they feel welcome, respected, trusted, heard, and needed as part of the school. Programs will be created to encourage school-family contacts such as parent workshops, community fairs, designing projects to increase teacher-parenting collaboration, and PTA involvement. Parents will also be invited to become learning leaders who will work side by side with the parent coordinator by actively interacting in the school environment.</p> <p>As a means of parent outreach, on Tuesdays between 2:20 – 3:45 PM, teachers will meet with parents to discuss academic and social concerns particularly for our struggling students. Special arrangements will be made for families to accommodate them at a different time during the day.</p>	<p>Parents</p>	<p><b>September 2015 to June 2016</b></p>	<p>Admin; teachers/staff</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- CBOs (Sports and Arts in Schools and Community Schools) to implement social-emotional programs
- OTPS for students consumables and purchasing of items for the incentive program
- Parent Coordinator and Community Schools will provide Pd for parents on student's social emotional needs.
- Scheduling for inter/intra-school PDs
- TL NYSTL Funds for equipment and software
- Title 1 SWP for parental involvement into PD sessions
- Purchase ink and copy paper
- The parent coordinator in conjunction with the teachers will organize a series of parent outreach programs.
- Funding for purchasing parent materials or items for parent meetings or events
- Funding to transport students where necessary to CBO or community-based sponsored events
- Funding for setting up events on a school level

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

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

**Part 5 – Progress Monitoring**

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

By February 2016, families will have opportunities to participate in at least 3 or 4 school-organized events resulting in an increase in Strong Family and Community ties as measured by attendance at school wide and community events as well as scheduled parent teachers' conferences.

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students receiving a level 1 in state exam  Students reading below grade level  Students demonstrating limited proficiency on the ELA practice Exams	Saturday Academy  Extended Learning Time  MyOn Reading Program  Sound Reading  Read 180  New Heights Reading Program  SRA Corrective Reading Program  Accountable Talk/ Collaborative discussions  Guided Reading/Writing  Think/Pair/Share  Turn & Talk  Close Reading  Real world connections	Small groups-Pull-out/push  SETSS Program  One-one tutoring	Saturdays 9am-12 pm  After-School 5x per week  During the school day 2x per week
<b>Mathematics</b>	Students who received level 1 in the state exam  Students demonstrating	Saturday Academy  Extended Learning Time; Go Math	Small groups-Pull-out/push  SETSS Program  One-one tutoring	During the school day  Saturday Academy  After School Sessions

	limited proficiency on the math practice Exams			
<b>Science</b>	Students scoring a level 1 on MOSL Pre-tests  Students demonstrating limited proficiency on the practice or diagnostic Exams/CCLS-aligned Writing Task	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
<b>Social Studies</b>	Students scoring a level 1 on MOSL Pre-tests	Discussion Groups  Oral Presentations  Close Reading  Accountable Talk  Turn and Talk  Leveled Groupings  Reading and Listening  Emphasis on academic vocabulary  Close Reading	Small groups	During the school day  Saturday Academy  After School Sessions
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with IEP requirements; students identified by teachers SBST or parental requests	One-on-One  Small Groups  Testing Evaluations  Observations  Round Table discussions  Expression through Art  Training and utilizing the services of the Paraprofessionals	Small groups	During the school day



## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### 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 to 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 and best practices, and brainstorm ways of addressing students' needs through remediation, grouping, extra help, and additional teacher support.</p> <p>By asset mapping, teachers are strategically placed in assignments based on 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
--

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 experts, Instructional Coach and Peer Collaborative Teachers, 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 development 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.).

#### 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.

- The School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers' understanding of students' performance and strengthening teacher practice.
- The School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
- The School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented for the MOSL/Advance teacher ratings. Teachers are members of the MOSL team that decided on the measures of students' progress and how teachers will be rated by the city and state according to the progress shown by students according to the outlined measures.
- Teachers comprise the curriculum teams which decide and map curricula that include various types of assessments of students' progress. Built-into the curricula are formative and summative assessments.
- Professional development on testing protocols is done by the testing coordinator who turnkeys assessment/testing strategies as informed from city or network workshops.
- Teachers are members of the principal's cabinet. Included in scheduled meetings are discussions on the use and effectiveness of assessments across the school. Teacher teams meet weekly to plan and evaluate assessments. Teachers collaboratively plan scope and sequence and assessment of curricula.
- Teachers meet weekly to examine students' work to identify common trends and to decide next steps for instruction.

#### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	237,096	x	17,21,24, 27,29,34
Title II, Part A	Federal			
Title III, Part A	Federal			

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,454,712	X	17,21,24, 27,29,34

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

---

**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 31<sup>st</sup> 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;

Further to that, The School of Integrated Learning Middle School 354 will:

- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children also making it available to the entire school 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, 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 (e.g. IEP meetings and Parent Teacher Conferences) 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, 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 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.	Parent coordinator and UFT Chapter Leader, select teachers
SLT/parent involvement meeting to review draft	October SLT meeting	Parent coordinator, UFT Chapter Leader and PTA President, teachers
Approval and adoption of final draft	November SLT meeting	Principal, Parent coordinator, UFT Chapter Leader and PTA President, select teachers
Presentation of Parent Involvement Policy (PIP) and School Parent Compact (SPC) to parent body	November Parent Teacher Association meeting	Principal, Parent coordinator, UFT Chapter Leader and PTA President, select teachers
Parent Involvement meeting to review and revise plan	April's SLT and PTA meetings	Principal, Parent coordinator, UFT Chapter Leader and PTA President, select teachers

Present findings and proposed changes to PIP/SPC	June PTA meeting	Principal, Parent coordinator, UFT Chapter Leader and PTA President, select teachers
--	------------------	--

2. Convene an annual Title I 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 to be sent home to parents	Tuesday, December 1, 2015	Parent Coordinator
Autodial via School Messenger reminding parents about Annual Title I Meeting	Friday, December 4, Monday, December 7, and Monday December 14, 2015	Parent Coordinator
Annual Title I Meeting	Wednesday, December 16, 2015	Principal, Parent coordinator, UFT Chapter Leader and PTA President

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

Activity	Timeline	Staff Responsible
Orientation/Curriculum Night	Tuesday, September 15, 2015	Principal, Parent Coordinator
		Subjects Teachers
		All Staff
Parent Teacher Association (PTA) Meetings	Every second Wednesday of each month at 6:30 PM	Principal, Parent Coordinator All teachers are encouraged to attend
School Leadership (SLT) Meetings	Every second Wednesday of each month at 5:30 PM	Principal, Parent Coordinator and UFT Chapter Leader
Testing Workshop	Wednesday, January 13, 2016 at 6:30 PM	Principal

4. Provide parents of participating children:

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

Activity	Timeline	Staff Responsible
School Leadership (SLT) Meetings	Every second Wednesday of each month at 5:30 PM	Principal, Parent Coordinator and UFT Chapter Leader
Math Night	Spring 2016	Math Teachers
Literacy Night	Spring 2016	English and Social Studies Teachers
Parent Monthly	First Monday of every month	Parent Coordinator

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 November 20, 2015 from 1:00 PM until 3:00 PM and 5:30 PM until 8:00 PM and on March 12, 2016 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:

- **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;

- **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 omk
- 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 2015	ESL teacher Parent Coordinator
IEP workshops	Fall and Spring 2015-16	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 6.13.2015 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 .

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

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>354</b>
School Name <b>The School of Integrated Learning</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Monique Campbell</b>	Assistant Principal <b>Monique Mainville</b>
Coach <b>Lorna Brown</b>	Coach <b>Sheryann Atkinson</b>
ENL (English as a New Language)/Bilingual Teacher <b>Danielle Hyacinthe</b>	School Counselor <b>Maxine Griffith</b>
Teacher/Subject Area <b>Ms Atkinson-ELA</b>	Parent <b>LaShawn Gilliam, PTA</b>
Teacher/Subject Area <b>Takitha Lindsey-Math</b>	Parent Coordinator <b>Elroy Cormack</b>
Related-Service Provider <b>Maxine Griffith</b>	Borough Field Support Center Staff Member <b>Christine Etienne</b>
Superintendent <b>Clarence Ellis</b>	Other (Name and Title)

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	206	Total number of ELLs	22	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	22	<b>Newcomers</b> (ELLs receiving service 0-3 years)	13	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	9	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>TBE</b>											0
<b>DL</b>											0
<b>ENL</b>	13	3	0	9	0	2	0	0	0		0
<b>Total</b>	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4				0
7	6				0
8	12				0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	4								0
7	7								0
8	12								0
NYSAA									0

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

The School of Integrated Learning (M.S. 354) has a register of 206 students. Of those registered 22 students are English language learners - a small but significant part of our school population. This diverse group of English language learners speaks a language other than English at home. Five primary languages are represented 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. M.S. 354 instructional plan begins with the assessment process. In addition to ELA, Math, Social Studies, and Science, a variety of assessments are administered to ELLs. The NYSISTELL is used to determine English language proficiency. The Spanish LAB is administered to all newly arrived Spanish speaking students; and the ALLD is also administered for Spanish-speaking students who may be SIFE.

In addition, the DRA is administered to incoming sixth (6th) graders. Running records are administered and kept in folders. In addition, ELLs are administered all content area test 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.

Students take Periodic Assessments several times throughout the school year to give teachers more information about what students have learned. Teachers use these assessments to learn where students need more help and plan targeted instruction. NYCDOE does not use Periodic Assessment results to grade children or schools.

All the data obtained from these assessments is used to plan interventions for our ELLs and provide information about what each

student knows. Teachers can target instruction to the learning needs of every child to help every student meet or exceed State Learning Standards.

Parents have online access to Periodic Assessment results as well as other state test results, attendance information, and course grades through Skedula. Students are given a username and password so that they can logon to see test results and access instructional resources.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Analyses of NYSITELL and NYSESLAT data patterns across proficiency levels, data patterns results revealed that the students' English language proficiency is limited in reading and writing modalities due to the fact that 45% of our ELLs are beginners and 23% are intermediates and 32% of our students are advanced. Our past data has revealed the our ELLs scored higher on the modalities of Listening/Speaking rather than in Reading/Writing. This is consistent with language learners theories. The data also revealed that 32% of long term ELLs scored at the expanding level of language development 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 to achieve proficiency levels.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the pattern across the five proficiency levels, the focus of instruction is twofold. The instructional plan for ELLs will include two instructional components (1) English language arts instruction (ELA) and (2) English as a second language (ESL). The instructional services will focus on developing ELL academic and English skills in the four modalities particularly in the areas of reading and writing.

ELL's require significantly larger amount of support and preparation. The support is delivered through more collaborative planning between the ESL and content area teachers, increased communication with ELL content area teachers, after-school classes and Saturday tutoring.

Instruction will focus on building ELL literacy skills through the use of reading comprehension strategies, building academic vocabulary and text decoding. Integrating content and developing basic communication skills to promote English development most successfully because learners are engaged in authentic content-specific tasks from the very beginning of their exposure to the English language. Content area teachers provide appropriate scaffolding from the start. ELLs did not take Regents this school year.

Students will also receive more native language support through texts in the native language to support content understanding, and they will be taught how to use the native language resources available to them, such as bilingual dictionaries and glossaries.

ELLs will be encouraged to take Regents exams to help them qualify the Advanced Regents diploma. Administrators and teachers disaggregate the data from periodic Assessments and use the information to determine specific needs for groups of ELLs. Evaluation of the success of our programs for ELLs is done through the use of student performance on the NYSESLAT and their performance of other standardized tests.

The information regarding the AMAO for ELL students at MS 354 is utilized to know where specifically we need to make progress with our ELL students. Also, the AMAO indicates gradual progress in English in the NYSESLAT. Most students advanced from one proficiency level to the next one. 32% of the students attained the Proficiency Level as determined on the NYSESLAT.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

4a. NYSITELL and NYSESLAT data across proficiency levels indicate the students' English language proficiency is gradually improving. The majority of our ELL's eiligible to take the ELA standardized test in grades 6-8 scored at a Level 1.

Newcomers, the majority of whom have received three years or less of ENL services, scored at the beginning level in reading while students at the Expanding level of language proficiency are performing better on the NYSESLAT. Students at the Expanding level have been able to acquire the verbal and oral skills needed for English fluency; however they are in need of increasing the comprehension and reading skills needed for English proficiency.

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 provide 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]  
MS 354 uses periodical assessment and data is used to guide instruction for ELLs within the RtI framework. We incorporate high quality evidence based instruction for our students This includes instruction that has demonstrated effectiveness for ELLs and differentiation to meet students' diverse needs. When our ELLs demonstrate progress there is a need for more targeted and intensive academic support.

MS 354 provides professional development to all teachers and administrator which specifically addresses the needs of the ELL students. A minimum of 50% of the required professional development hours for all teachers as prescribed by CR Part 154 is dedicated to language acquisition, including a focus on best practices for team teaching strategies and integrating language instruction for ELL students.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
MS 354 believes that knowledge of our ELLs students' educational background, native language, family structure is very important and must be taken into consideration when making instructional decisions.

English language development of all ELLs is considered in instructional decisions. To this end, ESL and content area teachers utilize the Common Core Initiative and the New Language Arts Progressions levels of each student 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 in all content areas demands.

MS 354 provides ESL instruction in accordance with CR part 154. The mandated number of units support students in grades 6 through 8 which consists of 360 minutes of ESL support each week for Beginning and Intermediated students and 360 minutes of ELA. advanced ELLs receive 180 minutes of ESL and 360 minutes of ELA each week.

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. Differentiated linguistic scaffolds that students require is facilitated to students across the 5 levels of progression levels. At the Entering level, students will be able to develop students listening, reading, speaking and writing skills by focusing on key words in text, while students at the Emerging level focus on key phrases and short sentences in the new language. Transitioning students need less explicit teaching of language and can replicate models, while Expanding students can be supported with tools such as glossaries. Commanding students can be expected to work more independently. All students work within the same content area, but the teacher is 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.

An increasing and diverse number of limited English proficient students with interrupted formal education have enrolled in 354. As their instruction has been interrupted, inconsistent ours students do not possess the school readiness skills, sociolinguistic proficiencies and academic knowledge of other students. 354 provides an enriched, holistic instruction which focuses on the students prior knowledge and interest.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A

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

MS 354 evaluates the success of our ELL program by analyzing assessment and data. All of our teachers receive the NYSESLAT scores of our ELL students. An analysis of this data is important for teachers to focus specifically on our ELL students individual needs. Examining the NYSESLAT score data assist our teachers in developing plans and differentiate the instructional process.

In the beginning of the school year MS 354 develops curriculum units in all content subject areas which have a focus on the four modalities of listening, speaking, reading and writing instruction to enable ELL students to advance on the NYSESLAT and ELA state exam.

## Part IV: ELL Identification Process

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

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

M.S. 354 conducts a thorough initial identification process to determine English language learner (ELL) status and proficiency level of students in grades K-12 whose home language is other than English and may possibly be an ELL. The initial identification process includes administration of a home language questionnaire, an individual interview with the student, and the administration of the New York State Identification Test for English Language Learners (NYSITELL). All forms are collected and maintain as follows:

  - records of notices and forms generated during the identification and placement process are filed in ELL student’s cumulative record.
  - records indicating parent’s preferred language or mode of communication; and

At registration, all parents with the assistance of the ESL teacher, Ms. Campbell, the school principal or other licensed pedagogue, assist in administering and complete a Home Language Identification Survey (HLIS) to determine the child’s home language of a newly enrolled student as the first step in the registration process. If a student is transferring from a non-DOE school, at intake NYSITELL and NYSESLAT scores from non-DOE schools is requested by the principal or her designee. Ms. Dillon the pupil attendance secretary 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.

First, parents are invited to answer several language questions in the HILS 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 I: 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.

Students who have not been in a NYS public school or NYS public school for 2 or more continuous years are eligible to go through ELL identification process again.

The second step is to test the child followed by the individual interview with the student. Once it is determined that the child is limited English proficient, the child is administered the NYSITELL within the first ten days of initial enrollment. The NYSITELL assessment is

aligned with the New Language Arts Progressions former (ESL) standards and New York State English Language Arts standards. Students who score below proficiency on the NYSITELL become eligible for state mandated services for ELLs.

Based on the results of the HILS, the NYSITELL results, and the results of the individual interview with the student, 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 HLIS and the NYSITELL have been administered and an interview with the Oral Interview Questionnaire has identified an interruption of more than two years.

SIFE identification also requires a review of the academic history of the student and student work samples to determine academic level in home language and in math [CR-154 -2.3(a) (6)].

If a student is deemed as being SIFE, the school within 45 days of enrollment, informs the district before a change in determination is made. The district initiates a review process by qualified personnel to determine if a student may have been misidentified.

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.

In-House Translators and Oral Interpreters

Staff Member	Language	Title
Ms. D. Hyacinthe	French, HC	Teacher
Ms. Paradis	Spanish	Teacher
Ms. M. Jean	French, HC	Paraprofessional
Ms. N. Jarrett	Spanish	Paraprofessional

Students whose first language is Spanish are tested using the Spanish LAB. The NYSITELL results determine whether students who scored below proficiency are entitled to bilingual or ESL programs and services as mandated by the state. The principal uses NYSITELL data to inform instructional programs and services based on student's levels of language acquisition. Parents are invited to watch an informative video to make an informed decision and select one of the 3 instructional programs offered in the NYC public schools. A letter is sent to the parents/guardians of each student indicating who is eligible or not eligible for ELL services. A language proficiency team assesses SWDs entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL.

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

Based on HILS, NYSITELL results, and the results of the individual interview with the student, 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 LENS is administered to students in grades 6-8 after the HLIS and the NYSITELL have been administered and an interview with the Oral Interview Questionnaire has identified an interruption of more than two years.

SIFE identification also requires a review of the academic history of the student and student work samples to determine academic level in home language and in math [CR-154 -2.3(a) (6)].

If a student is deemed as being SIFE, the school within 45 days of enrollment, informs the district before a change in determination is made. The district initiates a review process by qualified personnel to determine if a student may have been misidentified.

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.

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

A child's limited English proficiency cannot be the reason a child is determined to have a disability. If a parent believes that his or her child is having learning difficulties the parent is encouraged to speak with the child's teachers and school administrators regarding support services that can be provided within general education. If after these support services are provided the child continues to experience learning difficulties, the child may have a disability which affects his or her learning. The school must determine if the problems being experienced by the child in school are related to the natural process of second language acquisition, cultural/behavior norms or personal experiences and not a disability.

To be eligible for special education services, the child must meet the criteria for one or more of the disability classifications. For further information, parents are also encouraged to view resources on Special Education at the New York City Department of

Education Special Education website here: <http://schools.nyc.gov/Academics/SpecialEducation>. Also, Special Education in New York State for Children Ages 3-21: A Parent's Guide is available at <http://www.vesid.nysed.gov/specialed/publications/policy/parentguide.htm> in English and Spanish. Parents have the right to make a referral to the Committee on Special Education (CSE) Office. Assessments are to be conducted in the child's native language and in English.

Language Proficiency Team

Staff Member	Title
Ms. M. Campbell	Principal
Ms. Mainville	Assistant Principal
Ms. M. Griffith	Guidance Counselor
Mr. E. Novogrodsky	Psychologist
Ms. Hyacinthe	ESL Teacher
Ms. Alexander	Administrator of Special Education

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

Parents are informed of all three program options at a parent orientation. Parents are provided a Parent Survey & Program Selection Form, on which parents indicate their program choice. Parent choice as indicated on the Parent Survey & Program Selection Form is recorded in the designated screen in ATS (ELPC) as forms are completed. Parent's first choice is entered, regardless of whether that choice is currently offered at the school.

ELLs are required to be placed in a program within 10 days of enrollment. Parents are notified within five school days after NYSITELL is scanned and score is determined. Parents have up to 10 days to return signed notification and consent to ENL/ESL or bilingual education program placement.

Entitlement and non-entitlement letters are given to parents in the primary language indicated on ATS and on file in each ELL student's cumulative record. Mr. Cormack, the parent coordinator, works closely with the ESL teacher and informs parents throughout the year in a number of ways including one-on-one meetings, phone conversations, and through informational packets sent home with the student. Parents are strongly encouraged to attend the orientation, so that they can make an informed program choice. However, if after extensive outreach a parent or guardian does attend orientation and the Parent Survey and Program Selection, and the signed notification is not returned, the student will be placed in a Bilingual Education program with the parent retaining the right to make the final placement decision. The identification process shall be completed before an ELL student receives a final school placement. 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 sent home as needed include:

- Entitlement Letter – student scores below proficiency on the NYSITELL
- Parent Survey and Program Selection Form
- Placement Letter
- Scores at or above proficiency on the NYSITELL
- Non Entitlement Letter
- Scores below proficiency on the NYSITELL Continued Entitlement Letter
- Scores at or above proficiency on the NYSITELL Non Entitlement/Transition Letter

Letters are filed in student's cumulative record folder.

The stand-alone ESL program model is offered at M.S. 354. In this model of ESL instruction, the ESL teacher develops the English language needed for academic success. The stand-alone program 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 notified of NYSESLAT outcomes and program eligibility before the beginning of the following school year. Parents are informed that the child's continued entitlement is determined by his or her performance on the NYSESLAT measuring ELL students' level of English proficiency on an annual basis to determine whether the child continues receiving ESL services. The NYSESLAT is administered in the spring of a given school year.

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

Within the first 10 days of enrollment, parents attend an orientation meeting, complete the parent survey, and receive entitlement/non-entitlement letters after NYSISTELL results. ELL entitlement letter notification is sent home within 5 school days of NYSISTELL scanning letting parents know the test results. They are also informed that they have the right to appeal the ELL status within 45 days of enrollment. Copies of parent ELL notifications and letters are kept in students' cumulative folders. The school provides parents annual and individual meetings to discuss their child's progress in addition to already existing meetings.

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

Parents are informed about the three educational programs offered by the NYCDOE. At the time of registration, parents of our new ELLs are invited by our ESL coordinator and teacher to an orientation meeting to inform parents on standards and assessments and to inform parents of the three choices of programs regardless of whether the preferred model is currently offered at our school. Invitations for parents to complete the mandated parent orientation are sent home within the first ten days of the child's enrollment. Parents may be reached by via certified mail and phone calls. Phone logs are maintained at the 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. Ms. Hyacinthe or 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 learners 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.

If parents do not return a survey Mr. Cormack the Parent Coordinator calls the parents to get the parents program selection via telephone and follow up with the parent via mail. Parents are informed the default program is the bilingual program and/or the Transitional Bilingual Education programs as per CR Part 154.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Within the first 10 schools days after initiating the identification process parents select watch a video and select one of the three programs. 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). have the right to appeal the ELL status within 45 days of enrollment.

Parents unable to watch the video at registration receive letters of invitation in the parents' home language indicating date, time, and location of the orientation meeting. The Parent Coordinator makes a phone call to parents who cannot attend the scheduled orientation and facilitates the scheduling of an appointment or discuss program options over the phone.

If a parent chooses the stand alone 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 the child's program has been determined based on the steps outlined above, schools send parents a placement letter indicating the program in which the child has been placed. Parent notifications and communication is filed in each ELL student's cumulative record.

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

Parents are the sole determinants of the programs their children receive, initially and in subsequent years. The ESL teacher monitors documents that have not been completed and returned within the number of days as indicated by CR-Part 154 (1) (2). One of those documents is the Parent Survey and Program Selection form - a formal record of the parents' preference of ELL program for their child. The document is provided at parent orientations on which parents indicate their program choice.

Every effort is made to reach parents unable to complete the registration process, view the Parent Orientation video which explains the three program options, and complete the Parent Survey and Program Selection form. Letters of invitation are sent home in the parents' home language indicating alternative date, time, and location of possible orientation meetings. The Parent Coordinator places a phone call to parents who cannot attend the scheduled orientation and facilitates the scheduling of an appointment or discuss program options over the phone and inform parents of the three instructional models available in New York City.

Every effort is made to ensure that parents complete the Parent Survey and Program Selection form. Outreach attempts are tracked and maintained at the school. While waiting for a parent to complete the registration process and program choice, the student is placed in a bilingual program. Because a bilingual program is not available at MS 354, the child will receive the mandated ESL services based on the student's proficiency level. 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.

9. Describe how your school ensures that placement parent notification letters are distributed.

Entitlement, non-entitlement letter, and continue entitlement letter are distributed and sent home with the child. Copies of all documents are retained and filed in the student's permanent record.

Entitlement letters are sent home in English and the student's native language via mail and student addressed to parent, Parent Survey in English and student's native language to be completed by parents. If parents do not return the forms, Mr. Cormack, Parent Coordinator calls parent to obtain program selection via telephone.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Formal records including the entitlement, non-entitlement letter, continue entitlement letter, and Home Language Identification Survey indicating parents' preference of ELL program for their child, are retained in the student's permanent record and accessible for State or City audits and reviews.

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

In spring, each ELL is administered the NYSESLAT. NYSESLAT 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. NYSITELL answer documents are printed using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

The ESL teacher 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 sends 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 can test out through one of three ways (1) Test proficient on the NYSESLAT, or (2) test advanced on the NYSESLAT and test at level 3 or 4 on the ELA or (3) test advanced on the NYSESLAT and test 65 or higher on the English Regents.

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. Former ELLs must receive 90 minutes a week of integrated ESL for 2 years after testing out. Paste response to question here:

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Entitlement letters are sent home with the child after NYSITELL is scanned and test results indicate the child is limited English proficient. Copies of all documents are retained and filed in the student's permanent record.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The 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 2015-16 school year is 19 students whose parents have requested ESL as the program in which they would like their children placed. If a parent were to choose 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.

Parents are informed as per the Aspira Consent Decree outlined in CR Part 154 that MS 354 is required to open a bilingual program when 15 or more ELL students in grades 6 through 8 speak the same language in one or two contiguous grades.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

M.S. 354 offers the Freestanding ENL program. Ms. Hyacinthe is the ESL teacher with full TESOL credentials. She teaches the ENL 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 ENL instructional strategies emphasizing English language acquisition. The ENL 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 content 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 ENL 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.

For the pull-out model, ELLs are brought together from various classes for ENL focused instruction. ENL is taught through the use of specific ESL instructional strategies emphasizing English language acquisition. The ENL 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.

MS 354 as per the CR Part 154 requirements stand alone model, Ms. Hyacinthe our ESL teacher provides instruction to our ENL students in developing literacy and academic skills of ELLs in all subject areas.

In our integrated model our ESL teacher and ELA teachers collaborate in the content areas in the delivery of instruction which builds language skills through all subjects.

- b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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

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

The 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.

Students at the Entering and Emerging receive ENL instruction for a total of 360 minutes or eight (8) mandated periods of ENL instruction per week, while the students at the Expanding level receive 180 minutes of ENL instruction per week, as mandated by CR-Part 154. 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.

When MS 354 reviews the NYSESLAT scores we program the ELL students in specific groups in order for them to receive the mandated amount of instruction outlined in CR Part 154.

Our entering/beginning and emerging/transitioning ELL groups receive 360 minutes of ESL and our expanding and advance ELL groups receive 180 minutes of ESL instruction which utilizes ESL Methodologies as their learning is scaffolded using our curriculum units.

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

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. The ESL teacher helps 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.

To help students progress in the ELL program we utilize the following practices of scaffolding, modeling, bridging, schema building, contextualization, text representation and metacognition.

Also, the ESL teacher uses words in the ELL student's native language to assist in vocabulary building on a one to one basis in the student's writing notebook.

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

Dual and Transitional models are not available at M.S. 354. The Freestanding ESL model is implemented and ELA, content area instruction is delivered in English as per CR Part 154. Flexible use of home language is permitted in the first two stages of language learning "Entering and Emerging", regardless of their grade level. Students at these 2 stages can use their home language in order to access the content.

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

ELLs are appropriately evaluated in all 4 modalities of the NYSESLAT. Students are evaluated to see what level of command each student demonstrates in the 4 modalities. 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.

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 scaffold instruction and 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 adjust 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 native language literacy development.

ELA and content area teachers differentiate instruction for ELL in their classes. 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.

The Freestanding ENL program implemented at M.S. 354 includes 2 instructional components of language arts instruction: English Language Arts (ELA) and ENL progression. ELA instruction is provided by content area teachers. The ENL 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.

Students at the Entering and Emerging receive ENL instruction for a total of 360 minutes or eight (8) mandated periods of ENL instruction per week, while the students at the Expanding level receive 180 minutes of ENL instruction per week, as mandated by CR-Part 154. 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 ENL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status

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. For example, teacher use small group instruction, provide pre-identified key words, sentences, and phrases, words banks, and glossaries. Teachers also provide sentence starters, cloze-type procedures, graphic organizers, note taking skills, and allow students to use their home language in the early stages of language development.

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, 2016, 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: Testing accommodations will be provided to former ELLs. These students are entitled to time and a half on city and state assessments. For at least two years following the school year in which an ELL is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a new language for 90 minutes per week as mandated in the CR Part 154.2. ELLs are appropriately evaluated in all 4 modalities of the NYSESLAT. Students are evaluated to see what level of command each student demonstrates in the reading, writing, listening, and speaking modalities. 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.

The LAP team, the Spanish teacher and all content area teachers use the New Language Arts Progressions to scaffold instruction and ensure that ELLs meet the Common Core standards. To evaluate students, 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 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 native language literacy development.

ELA and content area teachers differentiate instruction for ELL in their classes. 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.

The stand-alone ESL program implemented at M.S. 354 includes 2 instructional components of language arts instruction: English Language Arts (ELA) and ENL progression. ELA instruction is provided by content area teachers. The ENL 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.

Students at the Entering and Emerging receive ENL instruction for a total of 360 minutes or eight (8) mandated periods of ENL instruction per week, while the students at the Expanding level receive 180 minutes of ENL instruction per week, as mandated by CR-Part 154. The Spanish teacher, 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 ENL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

MS 354 completes the Re-identification Process when they receive a written request from a student's parent and/or guardian. Once our school reviews the written request from the family member of an ELL MS 354 conducts and reviews the results of school based assessment as defined by CR Part 154-2.2 of the student's abilities in listening, speaking, reading and writing in English. When it is determined that the ELL student has an IEP the ESL teacher consults with the Committee of Special Education to determine if the student's disability may impact the student's ability to speak, read, write or listen in English. Based on the recommendation of the ESL teacher, the principal determines whether to change the ELL status or not. Written notification of the principal's decision in the parent's preferred language is sent to the parent and/or guardian. Between 6 and 12 months of the principal's written notification, Ms. Green the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by her determination. If the principal concludes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3 and may reverse the determination within the same 6 - 12 month period. Final decision notification must be in writing to the parent/guardian in their preferred language within 10 school calendar days.

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

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. 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.

The ESL teacher demonstrates and instructs ELL students to use the computer website Google Interpreter to translate their daily classwork from their native language into English. Utilizing technology is an important factor in ESL instruction because of the interactive, multi-sensory nature of language development computer software.

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

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)

Chart

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

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

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

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



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

Chart

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

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

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

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

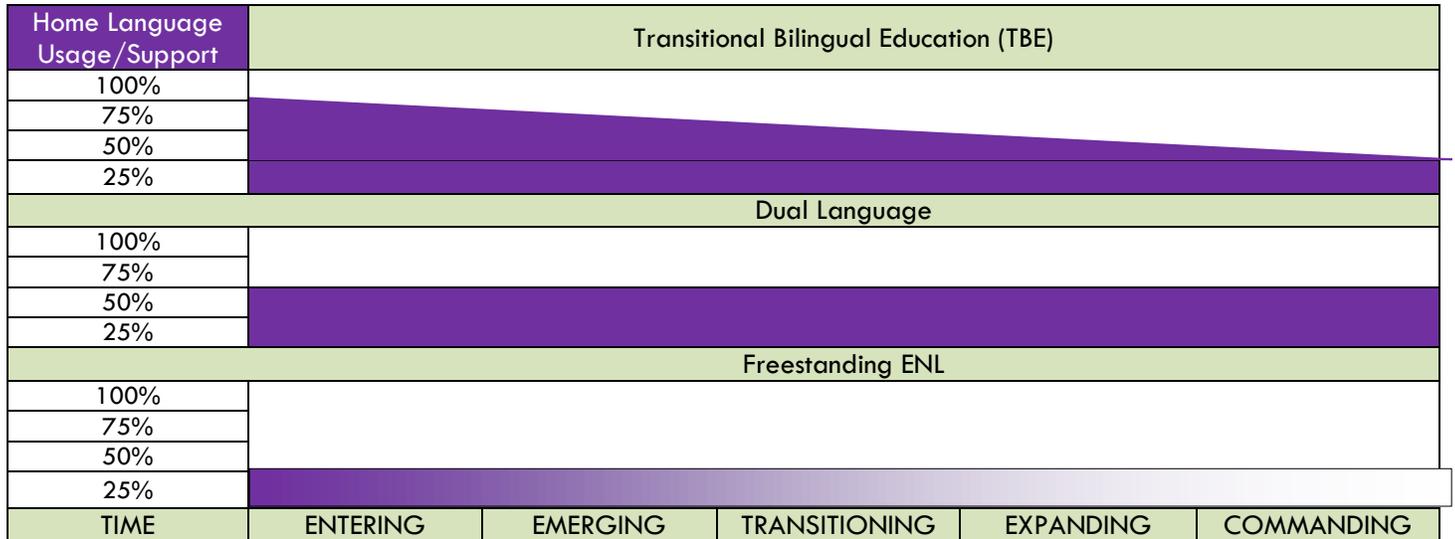


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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.

Our ELL students receive AIS intervention in the subjects of Social Studies and Science.

11. 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 activities are used based upon the 5 levels of student progressions. Content area instruction is provided 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.

The ELL Program at MS 354 is effective in terms of content and language development. The ESL teacher is given copies of each grade level's curriculum goals at our weekly Professional Development. The instruction the ESL teacher provides is aligned to the curriculum goals.

12. What new programs or improvements will be considered for the upcoming school year?

All ELLs are offered and 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 and in various AIS reading and writing interventions provided by several of our teachers. SWD who ELLs also receive all mandated specialized services such as speech and SETTS. We have been granted the Extended Learning Time Grant and Middle School Quality Initiative-MSQI. Therefore, we will be extending the school day for all students including ELL's. They will have opportunities to participate in the specific literacy programs used as consolidation for their language development.

13. 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.:

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELL students are provided with equal access to all the programs at MS 354.

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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. The instructional materials used for our ELLs are our curriculum units that include the four modalities for our ELL students.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is delivered in our Freestanding 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 leve. 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.:

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All services, materials, lessons, and peer-pairing correspond strictly to the age, grade and social level, and culture of our ELLs.

The ESL teacher meets with the SETSS and classroom teachers during common planning times obtain feedback on individual strengths and needs of the ELL students. The ESL teacher is provide with weekly lesson plans of classroom teachers for all grade levels to be able to support and reinforce work done in the classroom.

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

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.

19. 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.

20. For schools with dual language programs:

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

N/A:

## B. Professional Development and Support for School Staff

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

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.

Professional development and certification requirements

- 15% total hours ELL-specific PD for All Teachers
- 50% total hours ELL-specific PD for Bilingual Education and ENL/ESL teachers

At the beginning of the school year 17K354 provides professional development for all staff members which includes all teachers, speech therapists, occupational/physical therapists, guidance counselors, paraprofessionals, aides and secretaries regarding differentiated instruction, planning for the Differentiated Classroom and strategies for ELL students to developmental success. 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 is 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.

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

Teachers and other school personnel will attend PD provided by the DELLSS, NYCDoE, BOCES, or in-house PD to support ELLs as they engage in the Common Core Learning Standards. Teachers are encourage 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 ELLs students. Teachers are also invited to register for professional development institutes available from the Office of English Language Learners for the 2015-16 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 [DELLSS@schools.nyc.gov](mailto:DELLSS@schools.nyc.gov).

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.

The Department of English Language Learners and Student Support offers multiple resources including high quality professional development series, Common Core-aligned lesson samples and documents, and an ever-growing video library.

DOE employees that would like to receive additional information on ELL-related professional development opportunities and educational resources should email [DELLSS@schools.nyc.gov](mailto:DELLSS@schools.nyc.gov) using a valid DOE email account.

The Video Library

Professional Development Offerings and Special Announcements

Students with Interrupted Formal Education (SIFE)

Supporting ELLs’ Literacy Development

Native Language Arts

Math Sample Units

RTI Resources for Teachers of ELLs

Nuts and Bolts of ELL-Specific Topics for New ELL Coordinators

Video: 2013 Citywide Parent Conference Creating Pathways to College – Dream, Believe, Succeed!

Language Allocation Policy Tool Kit

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Our guidance counselor, Ms. Griffith, provides support for ELL students and their families is provided through high school workshops at school, along with Citywide and Borough fairs. The support provided by the guidance counselor helps the families of the ELLs with information regarding the transition to high school. These workshops and fairs are excellent opportunities for students and their families to gain a greater understanding of the high school admission process. Our guidance counselor push-ins into the classrooms to observe and present high school information to the students. 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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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. :

### C. Parental Involvement

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

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.

Parents are informed of program goals, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Individual parent meetings are conducted in accordance with collective bargaining agreements. Record of attendance are filed using existing procedures.

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

Paste response here:

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We work with all CBO's and community partners to provide all parents with workshops. Our school in partnership with Counseling In Schools, Play, Study & Win and The Sports and Arts as our Community Based Organizations to provide workshops for parents and translation services which are available through teachers, para-professionals or other parents. The Parent Association also plays a key role in supporting the academic and social cultural areas towards the success of our ELLs.

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

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.

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

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.

Our parent coordinator evaluates the needs of parents sending home Needs Assessment forms in English and the ELLs native language that gives MS 354 insight as to how we can better serve our families. We use translation services provided by the DOE for languages we are not able to translate. Also the parent coordinator uses technology of Google Translation when necessary to

communicate with parents of languages other than English, French, Haitian Creole and Spanish.

#### **D. Additional Information**

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs.

You may attach/submit charts. This form does not allow graphics and charts to be pasted.

**Paste response here:**

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monique Campbell	Principal		8/31/15
Monique Mainville	Assistant Principal		8/31/15
Elroy Cormack	Parent Coordinator		8/31/15
Danielle Hyacinthe	ENL/Bilingual Teacher		8/31/15
La'Shawn Gilliam	Parent		8/31/15
Sheryann Atkinson /ELA	Teacher/Subject Area		8/31/15
Takitha Lindsey /Math	Teacher/Subject Area		8/31/15
Lorna Brown	Coach		8/31/15
	Coach		
Maxine Griffith	School Counselor		8/31/15
Clarence Ellis	Superintendent		8/31/15
Christine Etienne	Borough Field Support Center Staff Member _____		8/31/15
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **17K354** School Name: **354**  
Superintendent: **Clarence Ellis**

### Before you begin, please check the following:

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

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

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

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

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

Limited English speaking parents feel welcome from the moment they set foot at The School of Integrated Learning (MS 354). A variety of welcome posters and signs are displayed. Parents are provided with translated surveys, informational documents, and notifications during registration, identification, and placement process. Parents' primary language of preference is also assessed at registration.

At enrollment, and to initiate the registration process, the English as a new language (ENL) teacher or a trained pedagogue, administers a Home Language Identification Survey (HLIS). Parents are required to complete the HLIS to determine both the child's home language and parents' language preferences for written and oral communication. On Part III of HLIS, parents have the opportunity to indicate the language of their preference. Parents indicate their language choice by answering two questions: 1) in what language would you like to receive written information from the school? 2) In what language would you prefer to communicate orally with school staff? Emergency contact cards are also available in different languages.

Once parents indicate their language preference, the parent coordinator or the school secretary record the information obtained from the HILS in the Automate the Schools (ATS) system at our school. ATS is use to create and manage our ESL program and to keep track of our ELL students and parent language preferences. A brief overview of parents ATS reports such as UPPG provides school personnel a report with detailed parent and student information such as: parent and child first and last names, OSIS number and most importantly language preference. HLIS forms are filed in the student's cumulative record.

Currently, we provide on-site interpretation and translation services to limited English speaking parents in Spanish, French, and French Creole. Also, over-the-phone interpretation services is available under The Office for Family Engagement and Advocacy (OFEA), through the DOE's Translation and Interpretation Unit, available to parents free of charge, in Arabic, Bengali, Chinese, French, Haitian Creole, Korean,

Russian, Spanish and Urdu. Parents can ask and have their questions answered in their preferred language. Parents may choose to rely on an adult friend, companion or relative for language and interpretation services.

Another way in which MS 354 provides language access support to families and parent is by displaying multilingual welcome poster and translated signs throughout the building. A language identification guide for school staff and the “I speak...” card is also used by security desk personnel and staff members. The language access plan at MS 354 ensures that the provision for translation and interpretation services for limited English proficient (LEP) parents is in accordance with Chancellor’s Regulation A-663.

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

Parents preferred language for both written and oral communication was determined during the registration process, the administration of the HLIS, and the interview process with the student and parent. The preferred languages selected by parents were Arabic, Spanish, French, Haitian Creole, and Bengali.

## **Part B: Creating a Communications Calendar**

---

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

Procedures are in place to ensure that all documents requiring translation in the parents preferred language are distributed to families. ELL Parent Brochures, Parent Survey and Program Selection Form and Entitlement Letter are provided to parents at a parent orientation.

A) If students scores below proficiency on the NYSISTELL, parents will be provided with three documents: Parent Survey and Program Selection Form, Entitlement Letter (Appendix C), and Placement Letter (Appendix D and F).

B) If a student scores at or above proficiency on the NYSISTELL, parents will be provided with the Non Entitlement Letter (Appendix E).

C) If a student scores below proficiency on the NYSESLAT, parents will be provided with Continued Entitlement Letter (Appendix G).

D) If a student scores at or above proficiency on the NYSESLAT, parents will be provided with Non Entitlement/Transition Letter (Appendix H).

Documents translated in the parents preferred language of choice provided to parents are parent-teacher announcements, after-school program information, NYS testing dates, newsletters, calendars, and the general overview of student curriculum. Additional translated resources for working with non-English speaking families include:

- A multilingual welcome poster and translated signage
- An archive of pre-translated applications, forms, and templates
- A language identification guide for school staff and an “I speak...” card and
- Bilingual glossaries of Department of Education terminology and special education terms and definitions

Other documents provided to each parent who require language assistance services are a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/default.htm>.

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

Face to face meetings such as curriculum night, family night, and parent-teacher conference are conducted throughout the school year. Parents of students learning English as new language have an opportunity to talk to visit MS 354 talk to the staff and build stronger home-school connections to better support student learning at home, and to help identify and develop parent leaders. Annual and individual meetings to discuss students' progress are provided, as needed, in addition to already existing meetings.

- 1) Face to face meetings will take place as follows:

The September 16, 2015, “Family Night”

- 2) Parent-teacher conference:

November 17, 2015

March 16, 2016

May 11, 2016

### **Part C: Providing Language Assistance Services**

---

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

Procedures are in place to meet parents' translation needs to ensure parents receive translated documents or translation services in a timely manner. The five main preferred languages selected by

parents, and entered into ATS, were Arabic, Spanish, French, Haitian Creole, and Bengali as indicated in Part III of the HLIS.

These five languages are common languages and the Translation and Interpretation Unit already translate critical communication in each of the languages selected as the prefer language for communication by parents of ELLs in our school.

MS 354 will request from the Translation and Interpretation Unit services for group meetings or one-on-one meetings upon parents request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse, and other school staff.

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

As part of our Comprehensive Educational Plan, MS 354 addresses the language assistance needs consistent with the requirements of Chancellor's Regulation A-663. The on-site language access coordinator at our school facilitates communication with limited English proficient parents. Existing pedagogues fluent in French, Spanish, and Haitian Creole are readily available to provide translation services. Over the phone interpretation service and written translations are requested for other languages represented in our school via the Translation and Interpretation Unit as needed. Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can ask and have their questions answered in their preferred language.

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.

#### **Part D: Training Staff on Policies and Procedures**

---

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

The parent coordinators and other key school-based personnel participate in Translation and Interpretation Unit training provided to parent coordinators and other key school-based personnel on the language access requirements contained in this regulation and on resources available to support these requirements. The parent coordinator turkey and provide in house PD to all teachers and staff, and disseminate pertinent information.

All staff members are informed by the Language Access Coordinator (LAC) in the school about the Translation and Interpretation Unit website and phone number. Teacher can call 718-935-2013 and speak directly to request any additional language services needs or request such directly on the website. Other documents disseminated to all staff members include the Translation and Interpretation brochure, Language ID Guide, and the Language Palm Card are distributed to school personnel. All staff refers

and may find information on how to access language and interpretation services in our weekly in-house publication "The Week Ahead."

## Part E: Providing Notice of Language Assistance Services

---

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

### Checklist of Notification Requirements

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

In accordance with Section VII of the Chancellors Regulation A-663, the parent coordinator and the language access coordinator providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/default.htm> through the NYCDOE's mebsite.

Parents are informed of the interpretation services available to them. An eye-catching school sign in each of the covered languages is displayed near the main office entrance indicating the availability of interpretation services in each of the covered languages. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

The school's safety plan contain procedures that ensure that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

In the event that a limited proficient parent speaks a language that is neither English nor a covered language, the language access coordinator or the parent coordinator would obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required and shall post and provide such forms in accordance with Regulation A-663.

## Part F: Monitoring and Quality Control

---

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

We will use the services of the parent coordinator to conduct parent surveys. These will be done during Parent Teacher Conference, PTA meetings and other parent meetings. Reflection and feedback sheets could also be filled out by parents in English or preferred home language after each session where these services are utilized.

We will also use face to face interviews when we conduct parent meetings. Teachers and other staff - guidance counsellor, AP, para -professional, etcetera will assist in this process.