



I.S. 211 JOHN WILSON

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: I.S. 211 JOHN WILSON
ADDRESS: 1001 EAST 100 STREET
TELEPHONE: 718-251-4411
FAX: 718-241-2503

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331800010211 **SCHOOL NAME:** I.S. 211 John Wilson

SCHOOL ADDRESS: 1001 EAST 100 STREET, BROOKLYN, NY, 11236

SCHOOL TELEPHONE: 718-251-4411 **FAX:** 718-241-2503

SCHOOL CONTACT PERSON: Buffie Simmons-Peart **EMAIL ADDRESS** BSimmonsPeart@schools.nyc.gov

POSITION / TITLE PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Judith Sutherland

PRINCIPAL: Buffie Simmons-Peart

UFT CHAPTER LEADER: Daniel Malkenson

PARENTS' ASSOCIATION PRESIDENT: Dorothy Atkinson

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 18 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: ROBERT COHEN

SUPERINTENDENT: BEVERLY WILKINS

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Buffie Simmons	Principal	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

John Wilson Intermediate School 211 is committed to creating an environment that supports all of its students on their educational journey. We believe that every child can and must achieve academically. We will teach and model the values of respect, cooperation and sharing. We are committed to providing a safe and orderly learning environment for all of our stakeholders so that children will learn to respect and cherish the cultural diversity of their community. We are aware that the middle school provides a transitional connection between the elementary school and high school and thus, we will provide a nurturing educationally appropriate environment based on the physical, emotional, social and intellectual needs of our youngsters. We are dedicated to collaborating with the entire community of learners: our students, (general education, special education and ELL learners), teachers, parents administrators and community to plan educational programs which will provide our students with opportunities to foster academic talents, social skills, self-esteem, sense of citizenship and identification with their community. The goal of the John Wilson community is to assist our children in identifying individual strengths and talents and to train them to use these assets to succeed in their future academic and career goals.

The mission of John Wilson Intermediate School 211 is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. With the support of strong parent involvement and community partnerships we create an environment that nurtures the entire child. With three small learning communities, we strive to provide quality, academically rigorous, developmentally appropriate, standards-based instruction through integrated teaching practices that are experiential, child-centered and project-based. An ongoing, teacher driven, professional development program inspires a commitment to learning and ensures a sustainable future for all our students. Through these measures our children will develop necessary skills to become self-sufficient and contribute responsibly in a global community.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	I.S. 211 John Wilson						
District:	18	DBN #:	18K211	School BEDS Code:			

DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		90.5	92.8	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: - % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		91.6	93.86	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: - % of Enrollment:					
Grade 6	215	269	266	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	227	227	288		71.4	60.9	76.2		
Grade 8	238	227	234						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		19	50	TBD		
Grade 12	0	0	0						
Ungraded	28	38	33	Recent Immigrants: - Total Number					
Total	708	761	821	(As of October 31)	2007-08	2008-09	2009-10		
					12	12	6		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	87	100	87	Principal Suspensions	144	116	TBD		

# in Collaborative Team Teaching (CTT) Classes	30	29	30	Superintendent Suspensions	20	14	TBD
Number all others	32	37	35				
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	27	30	38	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	6	5	11	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	59	61	TBD
				Number of Administrators and Other Professionals	30	30	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	14	16	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	4	3	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBD
American Indian or Alaska Native	1.1	0.8	0.7	Percent more than two years teaching in this school	71.2	67.2	TBD
Black or African American	84.3	86.5	87.3	Percent more than five years teaching anywhere	61	52.5	TBD
Hispanic or Latino	10.3	8.9	8.5				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	1.8	1.8	Percent Masters Degree or higher	83	79	TBD
White	1.8	2	1.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.1	98	TBD
Multi-racial							
Male	51.8	53.7	54.4				
Female	48.2	46.3	45.6				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes
 No **If yes, area(s) of SURR identification:**

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

In Good Standing (IGS)
 Improvement Year 1
 Improvement Year 2
 Corrective Action (CA) - Year 1
 Corrective Action (CA) - Year 2
 Restructuring Year 1
 Restructuring Year 2
 Restructuring Advanced

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√	√					

Limited English Proficient	-	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-2010		Quality Review Results – 2007-2008	
Overall Letter Grade	B	Overall Evaluation:	Well Developed
Overall Score	50.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment	7.8	Quality Statement 2: Plan and Set Goals	
School Performance	9.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress	29.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	W	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Grade 6 Student Performance on the NYS Reading Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	44	17.1	135	52.3	77	29.8	2	0.8
2009	0	0	98	37.4	154	58.8	10	3.8
2008	8	3.8	111	52.9	89	42.4	2	1.0
2007	6	2.7	137	62.6	72	32.9	4	1.8
2006	27	13	103	49.0	78	37.0	2	1.0
2005	107	34.7	160	51.9	37	12.0	4	1.3
2004	96	26.7	206	57.2	52	14.4	6	1.7
2003	150	36.7	217	53.1	40	9.8	2	0.5

Grade 6 Student Performance on the NYS-Reading Test								
SPECIAL EDUCATION STUDENTS (If Applicable)								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	19	47.5	19	47.5	2	5	0	0.0
2009	0	0	26	70.3	11	29.7	0	0.0
2008	6	14.3	30	71.4	6	14.3	0	0.0
2006	17	46.0	17	46.0	3	8.0	0	0.0
2005	20	51.3	16	41.0	3	7.7	0	0.0
2004	48	73.8	17	26.2	0	0.0	0	0.0
2003	58	65.2	31	34.8	0	0.0	0	0.0

Student Performance Trends – Grade 6 ELA:

Our data shows that our general education population falls mostly into level 2 with little movement into level 4 in 2010. The percentage of general education students in level 2 has increased by 14.9% in 2010. The percentage of level 3 students in grade 6 has decreased by 29.8%. The percentage of grade 6 special education students performing at level 2 has decreased. We have slowly been moving students out of level 1 into level 2 and level 3 in our special and general education populations. The percentage of level 1 and level 2 have increased due to the new cut scores on the 2010 ELA examination.

Our greatest accomplishments over the last couple of years are moving level 2 students in level 3 and 4 and decreasing the achievement gap between general and special education students. Our data shows that we are slowly narrowing the gap between general education and special education performance in ELA in grade 6, however, there is still a gap that needs to be addressed.

The most significant aids or barriers to the school's continuous improvement based on our data sources, we have found that there are several factors that account for this: First was the difficult transition that students have moving from a nurturing single-class environment into a middle school environment where students had to deal with moving from class to class and having several different teachers, managing materials, belongings, etc. Students needed the rituals and routines they were used to from elementary school. There was not enough writing done in many special education ELA classrooms and not enough explicit instruction, differentiation of instruction and teacher modeling. Mini-lessons were too long, not allowing time for students to engage in small group and independent practices of strategies learned in the Reader's and Writer's workshops. Special education teachers also found it difficult to plan and meet with general education ELA teachers, as common meeting time was not scheduled into their programs.

Another factor leading to lack of student achievement is teacher inexperience. Many of our teachers have been teaching under five years: 27.5% of our teachers have been teaching under two years. 56.5% have been teaching for under 5 years. They need greater support in establishing rituals and routines to support the workshop model. Further, inexperienced teachers were lacking knowledge in assessment strategies to drive instruction and differentiate instruction to meet the needs of all learners. Many inexperienced teachers lacked the classroom management and record-keeping skills to maintain workstations, hold conferences and keep records of work. Some of our inexperienced teachers are still having difficulty with understanding what is meant by standards-based work and how to use standards-based rubrics to guide students towards meeting State Standard. In addition, there is evidence of inflexibility of long term teachers to break away from traditional, teacher-centered practices.

We feel that the lack of movement in Special Education is due to high teacher turnover in special education and inexperience of the special education teacher. Also in many self-contained special education literacy classrooms, there were insufficient books on an appropriate reading level to match students. The Mayor's S1 library, the lowest level middle school library, does not meet the needs of many of our struggling readers who are reading below 4th grade reading level. Many of the America's Choice genre and author studies are also too difficult for some of our struggling learners. Special education teachers lack experience in how to differentiate instruction and use flexible grouping.

We have begun to see positive changes in grade 6 ELA and special education classrooms due to the three smaller learning academies we have set up. These provide a more nurturing environment for our 6th graders. They have a sense of identity and belonging to a small community. In addition, the America's Choice Design model has had a positive influence on improving the learning environment and has improved instruction by aligning instruction and curriculum with the New York State Learning Standards and New York City Performance Standards. America's Choice rituals and routines and use of artifacts have already begun to improve classroom physical and learning environment. These rituals and routines and use of artifacts are present in the majority of our grade 6 ELA classrooms. Professional development has been provided to assist teachers in understanding the standards and creating standards-based rubrics to guide students towards meeting the standards. The America's Choice author and genre studies have also provided teachers with templates for high quality instruction, explicit modeling and instruction through the mini-lesson and opportunities for students to engage in accountable talk, independent practice in both reading and writing and sharing their learning and understandings through the close of each lesson. There is evidence of academic rigor and standards-based work on bulletin boards and teacher feedback through standards-based comments addressing rubrics. Independent reading has also been established in all the grade 6 ELA classrooms and most of the special education classrooms. Just right books were ordered to meet the needs of the special education students including: lower level author and genre studies, picture books, the 100 Book Challenge, and other materials. Using notebooks and folders has helped the 6th grade student keep organized. Professional development has centered on implementing America's Choice instructional design. There has been evidence of this professional development seen in classrooms. There is evidence of more explicit and focused mini-lessons, independent reading, use of classroom libraries, notebooks, folders and artifacts, daily student writing, students engaged in the 25 Book Campaign, a 6th grade Faculty-Student Book Club and students working in partner and cooperative group settings. Professional development in use of the DRA, running records, conferencing and other assessment tools has led to improved performance. Weekly congruence meetings have helped teachers to meet together and look at student work collaboratively and plan for instruction. Professional development has

also centered on setting up literacy stations and differentiating instruction. There have been additional professional development sessions provided for special education teachers and there has been professional development to support strategies for the ELL learner. The implementation of school-wide writing prompts and quarterly assignments has been an effective tool to improve students' writing skills.

There is also greater parental involvement due to the work of our Parent Outreach Coordinator and Family Assistant. This has made the transition easier from elementary school to middle school. Parents are kept informed and involved in school events and issues via telephone outreach, e-mail and through use of the Internet through the HIP Program.. This has had a positive impact on student achievement in grade 6 in English language Arts.

Having a guidance counselor and dean assigned has also offered students additional support, which has impacted positively on student achievement.

Teachers have also received extensive professional development in implementing America's Choice rituals and routines and use of artifacts, setting up classroom libraries and independent reading, modeling of writing and craft lessons, looking at student work, understanding the standards and using rubrics to guide students and using a variety of assessment strategies. We have also set up a model grade 6 ELA classroom to turnkey best practices and have identified a grade 6 ELA lead teacher. We have regular congruence meetings for grade 6 ELA and Special Education teachers where teachers share best practices, plan and look at student work collaboratively. We have begun to see professional development turn-keyed in more classrooms and there is a sense that teachers are on the same page as they move through the America's Choice genre and author studies. Teacher feedback has informed us that they feel more comfortable with implementation of the reader's and writer's workshops.

All grade 6 students will have had a baseline DRA assessment and periodic assessments (Acuity) to assist their next year's teachers in charting and monitoring their progress. DRA assessments and periodic assessments have expanded to all grades. Students will also be given monthly running records and ELA assessments.

AIS has included the Read 180 has been very effective. While there is evidence of student conferencing going on in classrooms, record keeping and follow up has not been in evidence and there is a greater need to monitor and chart student growth, strengths and needs.

While there has been much improvement in classroom environment and instruction, there is still a need for teachers to better assess their students and differentiate instruction. There has been greater evidence of teachers keeping careful records of students' progress in mastering specific skills and strategies and using this information to plan and drive instruction. There is also a need to have well-trained literacy specialists working with special education students.

Implications for the Instructional Program:

Our smaller learning academies have been very supportive to our grade 6 ELA students. We will continue to work on differentiating our smaller learning academies to engage students in learning and develop special talents and interests within their specialized academy. The Communication Arts Academy will continue to center on journalism and creative writing, radio and television broadcast journalism; The Cultural Arts Academy will continue to focus on music, art, and drama, and the Business and Community Relations Academy will continue to focus on business opportunities and community partnerships. All three themes will engage students in learning and improve reading and writing skills through our regular 90-minute literacy block and through enrichment classes and clubs. We have already begun an articulation process where students from our feeder schools had the opportunity to choose in order of preference, the academy they wish to join during the 2010-2011 school year.

We will continue to implement America's Choice with adaptations. Further, we will implement Springboard which will focus on getting students prepared for college thereby preparing for the New York State ELA examination. We will continue to focus on institutionalizing America's Choice rituals, routines and use of artifacts to implement Springboard. We will continue to implement the genre and author studies to provide standards-based instruction. The focus for next year will continue to be centered on using benchmark work, periodic assessments and standards-based rubrics to drive instruction and on providing teachers with an array of assessment strategies to guide instruction and to differentiate instruction. The 25 Book campaign and Book of the Month will continue to motivate students to be engaged in reading. Teachers will continue to need

professional development in understanding the standards and aligning instruction and curriculum to the standards, using benchmark work and rubrics and using data to drive instruction. Teachers have been given support in effective conferencing, record-keeping strategies to maintain and monitor student data and work. Empowerment and school funds will be used to support professional development and allow for study groups and other opportunities for teacher growth in order to positively impact on student achievement. We will be using portfolios in all literacy classrooms. Professional development will also be centered on assessment strategies including use of the DRA, Acuity, conferencing, using standardized test data, the GROW Report, observation, running records, effective questioning and looking at student work. The Literacy Coach and the Lead Teachers will continue to model strategies in classrooms and serve as critical friends. Lead teachers have been identified to turnkey best practices. A second grade 6 model ELA classroom will be set up to expand inter-visitiation.

There is a need for common meeting time to be built into teacher programs to allow for collaborative planning, looking at student work and sharing of best practices. Weekly ELA congruence meetings will continue to be scheduled into teachers' programs for the 2010-2011 school year.

Along with the supports and interventions cited for all students, focused interventions for special education students will be as follows: There is a need for content area specialists in special education literacy classrooms. Departmentalization of the special education department will continue to allow teachers to choose a subject(s) of strength and engage in all professional development opportunities offered instead of rotating through professional development and missing information and learning. We will continue departmentalization of the special education department where teachers will either teach humanities, including ELA and Social Studies or Math and Science. This has impacted favorably on student performance.

Ramp-up in three of our special needs classes has given students additional support, however, there is a need to modify the curriculum and provide more support in the area of student writing. Ramp-up libraries and other support materials have been provided and we have enough in supply to meet the needs of our 2010-2011 students if the need arises.

There is a need for greater training under the New Continuum for the inclusion teams and teachers and paraprofessionals on how to work collaboratively.

AIS needs to be expanded to include more conferencing with students, more effective employment of paraprofessionals in the classroom to support student learning, and expanding the Read 180 Program.

To that end, we have added Great Leaps and have trained paraprofessionals in Great Leaps. We have also added Read 180 and installed it on the appropriate computers and have ordered more support materials. Both Great Leaps and Read 180 will continue to be implemented during the 2010-2011 school year.

We will continue to offer a variety of before and after- school and continue our Saturday and vacation academies to provide additional instruction and support in ELA. We will also continue to include a special needs academy to target special education students who need additional support through an extended day program. We need to continue our extended day reading program and morning tutorials.

We will continue to implement the America's Choice *Testing As Genre* Unit in grade 6 to prepare students for the New York State Reading Assessment. The school will also implement Springboard testing as a genre. We will continue our 90-minute literacy blocks to allow for full implementation of the reader's and writer's workshops.

We will continue to seek partnerships with community groups, colleges and museums to expand opportunities for student learning and involve students in reading, writing, listening and speaking.

Grade 7 Student Performance on the NYS-Reading Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	34	12.1	169	60.1	77	29.8	2	0.8
2009	3	1.4	82	38.0	128	59.3	3	1.4
2008	3	1.3	109	48.7	110	49.1	2	0.9
2007	24	11.0	139	63.5	56	25.6	0	0.0
2006	38	15.0	151	60.0	60	24.0	3	1.0
2005	68	22.9	136	45.8	81	27.3	12	4.0
2004	138	38.1	159	43.9	58	16.0	7	1.9
2003	112	28.3	200	50.5	65	16.4	19	4.8
Grade 7 Student Performance on the NYS-Reading Test								
SPECIAL EDUCATION STUDENTS (If Applicable)								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	14	37.8	21	56.8	2	5.4	0	0.0
2009	1	2.8	23	63.9	12	33.3	0	0.0
2008	2	4.9	24	68.3	11	26.8	0	0.0
2007	12	33.3	19	66.7	0	0.0	0	0.0
2006	17	45.0	17	44.0	4	11.0	0	0.0
2005	29	48.3	28	46.7	3	5.0	0	0.0
2004	48	75.0	15	23.4	1	1.6	0	0.0
2003	50	65.8	24	31.6	0	0.0	2	2.6

Performance Trends – Grade 7 ELA:

Trends have shown that we have made a tremendous amount of improvement in both general and special education. We have moved many students in both general and special education out of level 1 into levels 2 and 3. In total population, we reduced the number of students performing at level 1 from 28.3% to 1.3% from 2003-2008. We decreased the number of general education students performing at level 2 from 63.5 in 2007 to 48.7% in 2008. % . In special education, we reduced the number for students performing at level 1 from 75.0% in 2004 to 4.9% in 2008. We have been successful in moving special education students from level 1 into level 2. We have increased the number of special education students moving into level 3 from 1.6% in 2004 to 26.8% in 2008. While there is still a gap between the performance of general education and special education students, that gap has been narrowing. While we have moved many students in both special and general education out of level 1, we have not been as successful in moving students from both groups into levels 3 and 4.

Based on our data sources, we have found that there are several factors that account for these results: The America's Choice rituals and routines and standards based genre and author studies have done a lot to impact positively on student performance. Uniform rituals and routines have improved classroom environment and tone, allowing teachers to spend more time on quality instruction, modeling and explicit instruction. The smaller learning academies have also contributed to improved school tone, impacting positively on student performance. Stronger adherence to the workshop model has allowed for full implementation of independent reading and writing. Mini-lessons have been more targeted and focused. Teachers have also had the opportunity to plan collaboratively and look at student work to identify student strengths and needs and plan for instruction. The use of the DRA, Acuity and running records have helped teachers to better assess their students and use that information to match students to "just-right" books and differentiate and drive instruction. The departmentalization of the special education department has impacted positively on student achievement. Special education teachers had equal access to professional development in ELA and special education students had access to content specialists.

A factor leading to lack of student movement into levels 3 and 4 is teacher inexperience and increased cut scores in ELA. Many of our teachers have been teaching under 5 years: 27.5% of our teachers have been teaching under two years. 56.5% have been teaching under 5 years. They need greater support in establishing rituals and routines to support the workshop model. Further, inexperienced teachers lack deep knowledge of utilizing assessments and record keeping strategies to drive instruction and differentiate instruction to meet the

needs of all learners. Teachers are still learning how to modify and adapt lessons to meet the needs of their students.

We feel that the lack of movement into level 3 in Special Education is due to high teacher turnover in special education, inexperience of the special education teacher and lack of knowledge and experience in how to use periodic assessments to differentiate instruction and use flexible grouping. Lastly, in many self-contained special education literacy classrooms, there were insufficient books on an appropriate reading level to match students. The Mayor's S1 library, the lowest level middle school library, does not meet the needs of many of our struggling readers who are reading below 4th grade reading level. Some of the America's Choice genre and author studies are above the reading levels of our students and needed modification.

We have begun to see positive changes in grade 7 ELA and special education classrooms due to the three smaller learning academies we have set up. These provide a more nurturing environment for our 7th graders. They have a sense of identity and belonging to a small community. In addition, the America's Choice Design model has had a positive influence on improving the learning environment and has improved instruction by aligning instruction and curriculum with the New York State Learning Standards and New York City Performance Standards. America's Choice rituals and routines and use of artifacts have already begun to improve classroom physical and learning environment. These rituals and routines and use of artifacts are present in the majority of our grade 7 ELA classrooms. Professional development has been provided to assist teachers in understanding the standards and creating standards-based rubrics to guide students towards meeting the standards. The America's Choice Author and Genre studies have also provided teachers with templates for high quality instruction, explicit modeling and instruction through the mini-lesson and opportunities for students to engage in accountable talk, independent practice in both reading and writing and sharing their learning and understandings through the close of each lesson. There is evidence of standards-based work on bulletin boards and teacher feedback through standards-based comments addressing rubrics. Independent reading has also been established in all the grade 7 ELA classrooms and most of the special education classrooms. We have ordered more just right books for special needs students including: lower level genre and author studies, The 100 Book Challenge and other lower level books. Using notebooks and folders has helped the 7th grade student keep organized. Professional development has centered on implementing America's Choice instructional design. There has been evidence of this professional development seen in classrooms. There is evidence of more explicit and focused mini-lessons, independent reading, use of classroom libraries, notebooks, folders and artifacts, daily student writing, students engaged in the 25 Book Campaign, and students working in partner and cooperative group settings.

There is also greater parental involvement due to the work of our Parent Outreach Coordinator and Family Assistant. Parents are kept informed and involved in school events and issues via telephone outreach, and e-mail. This has had a positive impact on student achievement in grade 7 in English language Arts.

Teachers have also received extensive professional development in implementing America's Choice rituals and routines and use of artifacts, setting up classroom libraries and independent reading, modeling of writing and craft lessons, looking at student work, utilizing periodic assessments to differentiate instruction, understanding the standards and using rubrics to guide students and using a variety of assessment strategies. We have also set up a model grade 7 ELA classroom to turnkey best practices. We have regular congruence meetings for grade 7 ELA and Special Education teachers where teachers share best practices, plan and look at student work collaboratively. The Literacy Coach and the Lead Teachers in classrooms, serve as critical friends, and offer in-class support to teachers. We have begun to see professional development turn-keyed in more classrooms and there is a sense that teachers are on the same page as they move through the America's Choice Genre and Author studies. Teacher feedback has informed us that they feel more comfortable with implementation of the reader's and writer's workshops.

All grade 7 students had a baseline Periodic Assessment and DRA assessment conducted the previous year to assist their 7th grade teachers in charting and monitoring their progress. Acuity will be administered as a baseline during the months of November and of June 2010 to obtain a 7th grade baseline assessment allowing teachers to chart progress made from the beginning of grade 7 to the beginning of grade 8. Acuity, running records and monthly ELA assessments will be used to monitor student progress throughout the year.

While the above supports and interventions are important for all students, special education students need more focused interventions for ELA. AIS has included Read 180 which has been very effective, but it needs to be expanded to service more students. While there is evidence of student conferencing going on in classrooms, record keeping and follow up has not been in evidence and there is a greater need to monitor and chart student

growth, strengths and needs. Additional professional development and monitoring will be required to support teachers in this effort.

While there has been much improvement in classroom environment and instruction, there is still a need for teachers to better assess their students and differentiate instruction. There is more evidence that teachers are keeping careful records of individual student progress and using this information to plan effectively. There is also a need to have well-trained literacy specialists working with special education students.

Implications for the Instructional Program:

Our smaller learning academies have been very supportive to our grade 7 ELA students. We will continue to work on differentiating our smaller learning academies to engage students in learning and develop special talents and interests within their specialized academy. The Communication Arts Academy will center on journalism and creative writing, radio and television broadcast journalism; The Cultural Arts Academy will focus on music, art, and drama, and the Business and Community Relations Academy will focus on business opportunities and community partnerships. All three themes will engage students in learning and improve reading and writing skills through our regular 90-minute literacy block and through enrichment classes and clubs.

We will continue to focus on institutionalizing America's Choice rituals, routines and use of artifacts. We will continue to implement the genre and author studies to provide standards-based instruction. We will implement Springboard which prepares students for college to enhance instruction. The focus for next year will be on using benchmark work, periodic assessments and standards-based rubrics to drive instruction and on providing teachers with an array of assessment strategies to guide instruction and to differentiate instruction. The 25 Book campaign and Book of the Month will continue to motivate students to be engaged in reading. Teachers will continue to need professional development in understanding the standards and aligning instruction and curriculum to the standards, using benchmark work and rubrics and using data to drive instruction. Teachers will also be given support in effective record-keeping strategies to maintain and monitor student data and work. School funds will be used to support professional development and allow for study groups and other opportunities for teacher growth in order to positively impact on student achievement. We will be using portfolios in all literacy classrooms. Professional development will also be centered on assessment strategies including use of the Acuity, conferencing, using standardized test data, the GROW Report, observation and looking at student work. The Literacy Coach and the Lead Teachers will continue to model strategies in classrooms and serve as critical friends. Lead teachers have been identified to turnkey best practices. A second grade 7 model ELA classroom will be set up to expand inter-visitation.

We will continue our weekly scheduled ELA congruence meetings, allowing teachers to look at student work and plan collaboratively and share best practices.

There is a need for content area specialists in special education literacy classrooms. Departmentalization of the special education department allows teachers to choose a subject(s) of strength and engage in all professional development opportunities offered instead of rotating through professional development and missing information and learning. We will continue departmentalization of the special education department where teachers will either teach humanities, including ELA and Social Studies or Math and Science.

There is a need for greater training under New Continuum for the inclusion teams and teachers and paraprofessionals on how to work collaboratively.

AIS needs to be expanded to include more conferencing with students, more effective employment of paraprofessionals in the classroom to support student learning, and expanding the Wilson Program and providing programs that scaffold fluency and comprehension. We have added and will continue Read 180 and have set up computers and purchased additional support materials for the 2009-2010 school year. In addition, we have brought in Great Leaps and have trained our paraprofessionals to implement this program and support teachers and students in fluency.

We have implemented a computer assisted learning Read 180 and Great Leaps, and individualized instruction to support struggling readers and writers.

We will continue to offer a variety of before and after- school and continue our Saturday and vacation academies to provide additional instruction and support in ELA. We will also include a special needs academy to target special education students and ELL's who need additional support through an extended day program.

We need to continue our extended day reading program and morning tutorials. We have also added a pull-out program focusing on grade 7 students, supporting our level 2 students with test preparation and reading and writing skills to become better prepared for the NYS Reading Test.

We will continue our 90-minute literacy blocks to allow for full implementation of the reader's and writer's workshops.

We will implement the America's Choice *Testing As Genre* Unit in grade 7 to prepare students for the new State Assessments. The school will supplement this material with weekly writing strategy lessons targeted to prepare students for the writing tasks of the ELA and Word Study lessons, including editing strategies.

We are seeking partnerships with community groups, colleges and museums to expand opportunities for student learning and involve students in reading, writing, listening and speaking.

Grade 8 Student Performance on the NYS Reading Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	37	15.9	13	58.2	55	23.7	5	2.2
2009	4	1.8	111	50.2	105	47.5	1	0.5
2008	16	6.9	135	58.2	80	34.5	1	0.4
2007	25	9.4	155	58.5	82	30.9	3	1.1
2006	60	21.0	166	58.0	60	21.0	0	0.0
2005	51	14.5	225	64.1	71	20.2	4	1.1
2004	64	16.7	225	58.7	87	22.7	7	1.8
2003	53	13.2	232	57.6	111	27.5	7	1.7
Grade 8 Student Performance on the NYS Reading Test								
SPECIAL EDUCATION STUDENTS (If Applicable)								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	11	33.3	21	63.6	1	3	0	0.0
2009	2	5.4	30	81.1	5	13.5	0	0.0
2008	10	24.4	30	73.2	1	2.4	0	0.0
2006	32	57.0	22	39.0	2	4.0	0	0.0
2005	31	50.0	29	46.8	2	3.2	0	0.0
2004	35	47.3	37	50.0	2	2.7	0	0.0
2003	30	38.0	47	59.5	2	2.5	0	0.0
Grade 8 Student Performance on the NYS ELA Assessment								
ENGLISH LANGUAGE LEARNERS (If Applicable)								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010								
2009	0	0.0	6	100.0	0	0.0	0	0.0
2008	4	66.7	2	33.3	0	0.0	0	0.0
2007	8	61.5	3	23.1	2	15.4	0	0.0
2006	6	66.7	3	33.3	0	0.0	0	0.0
2005	3	60.0	2	40.0	0	0.0	0	0.0
2004	1	50.0	1	50.0	0	0.0	0	0.0
2003	3	80.0	2	20.0	0	0.0	0	0.0

Summary of Data Analysis/Findings – Grade 8 ELA:

From 2003-2009, we have been able to significantly reduce the number of students performing at level 1 from 13.2% in 2003 to 32.6% in 2009. In 2010, our level 1 and level 2 population have increased due to the increased cut scores. Majority of our students are at level 2 due to the increased cut scores.

However, from 2004-2009, the number of students performing at level 3 increased from 22.7% to 47.5%. In 2010, we had a decrease of level 3 students due to the increased cut scores.

Between 2003-2009, trends have shown that we have decreased our level 1 special education students. The number of special needs students performing at level 1 has increased because of the new cut scores on the ELA examination.. While there has been a slight increase in the number of special education students moving into level 3, the majority of special education students perform at levels 1 and 2.

Our data also indicates that there is a slight gap between the performance of students in general education and special education. In 2009, there were 3.6% special education students performing at level 1 than general education students. There were 31% more special education students performing at level 2 than general education students in 2009. There were 34.0% fewer special education students performing at levels 3 and 4 than general education students in 2009. Our data is showing that we are moving our special education students out of levels 1 into 2 and a slight movement from level 2 into level 3. The subgroup of special education students in ELA continues to be our State identified area of need.

While we have moved ELL students out of level 1 into level 2, we have not successfully moved ELL students into levels 3 and 4. The results of the 2009 NYSESLAT indicate that out of our 10 ELL students, 9 performed at level 3 and 1 at level 2.

Based on our data sources, although we had implemented the America's Choice genre and author studies, some teachers were not adhering to the curriculum with fidelity. While the rituals and routines definitely improved school and classroom tone and environment, teachers were still not fully comfortable in providing the students with next-steps with using standards-based rubrics to guide students toward meeting State standard. Although much professional development was spent on looking at student work collaboratively and looking at the New York State and New York City Learning and Performance Standards, there was some confusion regarding what standards-based work should look like. Additional professional development is needed on looking at benchmark work and then identifying benchmark student work in the school to serve as a model for students. There was not enough explicit and small group instruction and teacher modeling. The teachers did not conduct an item analysis to determine what group the students needed to be placed in to provide differentiated instruction.

Another factor leading to lack of student achievement is teacher inexperience. Many of our teachers have been teaching under 5 years: 27.5% of our teachers have been teaching under two years. 56.5% have been teaching less than 5 years. They need greater support in establishing rituals and routines to support the workshop model. Further, inexperienced teachers, as well as some longer-term teachers, lack assessment strategies to drive instruction and differentiate instruction to meet the needs of all learners.

We feel that the lack of movement in Special Education is due to high teacher turnover in Special Education and inexperience of the Special Education teacher. Lastly, in many self-contained special education literacy classrooms, there were insufficient books on an appropriate reading level to match students. The Mayor's S1 library, the lowest level middle school library, does not meet the needs of many of our struggling readers who are reading below 4th grade reading level..

Eighth graders also must deal with the demands of the 8th grade assessments, including exit projects in science and social studies. Students felt overwhelmed by the demands of content area reading and writing along with their America's Choice genre and author studies. Content area teachers needed more support in scaffolding their students with research and writing skills. There is a need for teachers serving the same students to have time to meet, review student strengths and needs and plan collaboratively to support one another. Content area teachers need greater support in infusing reading and writing strategies into their curriculum. ELA teachers of grade 8 students need to focus more on content area reading strategies to support content area learning. There is a need for more staff development in this area for both ELA and content area teachers. Our special needs students and ELL learners need additional support with research skills and organizational skills, as well as content area reading and writing strategies to meet the demands of the year.

We have begun to see positive changes in grade 8 ELA and Special Education classrooms due to the three smaller learning academies we have set up. These provide a more nurturing environment for our 8th graders. They have a sense of identity and belonging to a small community. In addition, the America's Choice Design model has had a positive influence on improving the learning environment and has improved instruction by aligning instruction and curriculum with the New York State Learning Standards and New York City Performance Standards. America's Choice rituals and routines and use of artifacts have already begun to improve classroom physical and learning environment. These rituals and routines and use of artifacts are present in the majority of our grade 8 ELA classrooms. Professional development has been provided to assist teachers in understanding the standards, utilizing data to drive and differentiate instruction and creating standards-based rubrics to guide students towards meeting the standards. The America's Choice Author and Genre studies have also provided teachers with templates for high quality instruction, explicit modeling and instruction through the mini-lesson and opportunities for students to engage in accountable talk, independent practice in both reading and writing and sharing their learning and understandings through the close of each lesson. The America's Choice Testing As Genre Unit was helpful in preparing our 8th grade students for standardized testing in ELA. There is evidence of standards-based work on bulletin boards and teacher feedback through standards-based comments addressing rubrics and providing the students with next-steps, however this practice is inconsistent. Independent reading has also been established in all the grade 8 ELA classrooms and most of the Special Education classrooms. We have ordered just right books for 8th grade special needs classrooms including: lower level author and genre studies, 100 Book Challenge and other lower level texts. Using notebooks and work folders have helped the 8th grade students keep organized. Professional development has centered on implementing America's Choice instructional design. There has been evidence of this professional development seen in classrooms. There is evidence of more explicit and focused mini-lessons, independent reading, use of classroom libraries, notebooks, folders, portfolios and artifacts, daily student writing, students engaged in the 25 Book Campaign, and students working in partner and cooperative group settings. There is also evidence of teachers utilizing centers in their rooms.

There is also greater parental involvement due to the work of our Parent Outreach Coordinator and Family Assistant. Parents are kept informed and involved in school events, high school articulation information, and issues via telephone outreach, e-mail and through use of the Internet through the HIP Program. This has had a positive impact on student achievement in grade 8 in English language Arts.

Having a guidance counselor and dean has also offered students additional support, which has impacted positively on student achievement.

Teachers have also received extensive professional development in implementing America's Choice rituals and routines and use of artifacts, setting up classroom libraries and independent reading, modeling of writing and craft lessons, looking at student work, understanding the standards and using rubrics to guide students and using a variety of assessment strategies. We have also set up a model grade 8 ELA classroom to turnkey best practices. We have regular congruence meetings for grade 8 ELA and Special Education teachers where teachers share best practices, plan and look at student work collaboratively. The literacy Coach and Lead Teachers in classrooms, serve as critical friends and offer in-class support to teachers. We have begun to see professional development turn-keyed in more classrooms and there is a sense that teachers are on the same page as they move through the America's Choice Genre and Author studies. Teacher feedback has informed us that they feel more comfortable with implementation of the reader's and writer's workshops. We have identified an 8th grade lead teacher to help turnkey best practices.

All grade 8 students will have had a baseline Acuity and DRA spring assessment conducted in Spring 2010 to assist their present grade teachers in charting and monitoring their progress. All incoming grade 8 students have been given the Acuity Predictive Assessment in May 2010 so that teachers will have a baseline assessment for the 2010-2011 school year. Additional customized item analysis, DRA's, running records and monthly ELA assessments will be conducted during the 2010-2011 school year to monitor student progress.

AIS has included the Read 180 Program which has been very effective, but it needs to be expanded to service more students. There is also a need to expand our AIS program to include programs that target fluency and comprehension. We have implemented Read 180 and Great Leaps for the 2006-2010 school year and will continue them into the 2010-2011 school year. A classroom has been set up with computers to support Read 180 and we

have ordered additional materials to support the program. Paraprofessionals have been trained to support students with Great Leaps. While there is evidence of student conferencing going on in classrooms, record keeping and follow up has not been consistently in evidence and there is a greater need to monitor and chart student growth, strengths and needs. Additional professional development is being planned to support teachers in this area.

While there has been much improvement in classroom environment and instruction, there is still a need for teachers to better assess their students and differentiate instruction. There is increasing evidence that teachers are keeping careful records of individual student progress and using this information to plan effectively. Teachers will receive additional professional development in using an array of assessment tools, grouping for instruction and implementing strategies to differentiate instruction, including guided reading, conducting a needs assessment, writing and more effective conferencing.

Implications for the Instructional Program:

Our smaller learning academies have been very supportive to our grade 8 ELA students. We will continue to work on differentiating our smaller learning academies to engage students in learning and develop special talents and interests within their specialized academy. The Communication Arts Academy will continue to center on journalism and creative writing, radio and television broadcast journalism; The Cultural Arts Academy will continue to focus on music, art, and drama, and the Business and Community Relations Academy will continue to focus on business opportunities and community partnerships. All three themes will engage students in learning and improve reading and writing skills through our regular 90-minute literacy block and through enrichment classes and clubs.

We will continue to focus on institutionalizing America's Choice rituals, routines and use of artifacts. We will continue to implement the America's Choice Genre and Author studies to provide standards-based instruction. We will implement Springboard which prepares students for college to enhance instruction. School funds will replenish and supplement these materials. The focus for next year will be on using benchmark work, customized item analysis and standards-based rubrics to drive instruction and on providing teachers with an array of assessment strategies to guide instruction and to differentiate instruction. The 25 Book Campaign and Book of the Month will continue to motivate students to be engaged in reading. Teachers will continue to need professional development in understanding the standards and aligning instruction and curriculum to the standards, using benchmark work and rubrics and using data to drive instruction. Teachers will also be given support in effective record-keeping strategies to maintain and monitor student data and work. School funds will be used to support professional development and allow for study groups and other opportunities for teacher growth in order to positively impact on student achievement. We will use portfolios in all literacy classrooms. Professional development will also be centered on assessment strategies including use of the Periodic Assessments (Acuity), conferencing, using standardized test data, ARIS, the GROW Report and, observation and looking at student work. The Literacy Coach and Lead Teachers will continue to model strategies in classrooms and serve as critical friends. Lead teachers have been identified to turnkey best practices. A second grade 8 model ELA classroom will be set up to expand inter-visitiation.

We will continue our programmed weekly ELA congruence period, allowing teachers to look at student work, plan collaboratively and share best practices.

While all the above are needed to improve student outcomes for all students, there is a need for focused interventions for special education students. These include the following: There is a need for content area specialists in special education literacy classrooms. Departmentalization of the special education department will continue to allow teachers to choose a subject(s) of strength and engage in all professional development opportunities offered instead of rotating through professional development and missing information and learning. There will be continuation of departmentalization of the special education department where teachers will either teach humanities, including ELA and Social Studies or Math and Science.

There is a need for greater training under New Continuum for the inclusion teams and teachers and paraprofessionals on how to work collaboratively.

There is a need for greater training and support for the ELL teacher on how to work collaboratively with the general education teachers. General education teachers need additional professional development in literacy strategies that are effective for ELL Learners.

AIS needs to be expanded to include more conferencing with students, more effective employment of paraprofessionals in the classroom to support student learning, and provide additional AIS programs to address fluency and comprehension. Read 180 and Great Leaps will continue to be implemented for the 2010-2011 school year. We have added an AIS room to allow for the Read 180 Reading Program, computer assisted learning, Great Leaps and individualized instruction to support struggling readers and writers.

We will continue to offer a variety of before and after - school and continue our Saturday and vacation academies to provide additional instruction and support in ELA. We will also continue our extended day reading program, morning tutorials and our special needs academy to offer greater support for special education and ELL students.

We will continue to implement the America's Choice *Testing As Genre* unit to prepare students for standardized testing. The school will supplement this unit with weekly lessons targeted at addressing the writing tasks for the ELA. There will also be weekly Word Study Lessons to support reading and writing.

We will continue our 90-minute literacy blocks to allow for full implementation of the Reader's and Writer's Workshops.

We are seeking partnerships with community groups, colleges and museums to expand opportunities for student learning and involve students in reading, writing, listening and speaking.

We will continue a pull-out program and push-in program for level 2 students by the Literacy Coach and Lead Teachers to address reading and writing skills in preparation for the NYS Reading Test.

We will provide time for teams of teachers serving the same students to meet in order to review student work, assess strengths and needs and plan collaboratively.

We will provide professional development on strategies for reading and writing and researching in the content areas for ELA , special education ELL and content area teachers.

We will move 10% of our bottom third to Level 3 as indicated on the English Language Arts and Mathematics Examination. By such, this will result in a 10% increase in student performance on the New York city Progress Report.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<p>By June 2011, our bottom third will improve in English Language Arts as measured by the New York ELA Assessment.</p>	<p>There will be a 10% increase of students making at least 1 year of progress in English Language Arts. This translates to 25 students in English Language Arts. As a result the 10% movement of the bottom third would impact the school’s student progress and student performance. We will move 10% of the students in the bottom third performing below grade level to level 3 which would also guarantee a positive impact on the school’s student performance and student progress.</p> <p>Bottom Third-ELA Total: 248 students Level 1 – 36% - 89 students Level 2 – 60% - 149 students Level 3 – 4% - 10 students</p> <p>Students w/IEP – 88 students Level 1 – 51% - 45 students Level 2 – 47% - 41 students Level 3 – 2% - 2 students</p> <p>Students w/ELL status – 14 students Level 1 – 86% - 12 students Level 2 – 14% - 2 students</p>

By June 2011, our bottom third will improve in Mathematics as measured by the New York Math Assessment.

There will be a 10% increase of students making at least 1 year of progress in Mathematics. This translates to 26 students in Mathematics. As a result the 10% movement of the bottom third would impact the school's student progress and student performance. We will move 10% of the students in the bottom third performing below grade level to level 3 which would also guarantee a positive impact on the school's student performance and student progress.

Bottom Third – Math

Total: 257 Students

Level 1 – 30% - 77 students

Level 2 – 60% - 154 students

Level 3 – 9% - 23 students

Level – 1% - 3 Students

Students w/IEP – 91 Students

Level 1 – 49% - 45 students

Level 2 – 47% - 43 students

Level 3 – 3% - 3 students

Level 4 – 1% - 1 student

Students w/ELL status – 22 students

Level 1 – 41% - 9 students

Level 2 – 40% - 9 students

Level 3 – 14% - 3 students

Level 4 – 5% - 1 student

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

English Language Arts

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, our bottom third will improve by 10% in English Language Arts as measured by the New York ELA Assessment.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The ELA Program will continue to center on differentiating instruction. Emphasis will be placed on the rituals and routines needed to support the reader’s and writer’s workshops, set up an appropriate classroom environment and the use of artifacts to support instruction. These artifacts include use of standards-based rubrics, rubrics-based comments on student work, standards, accountable talk stems, current student work, readers’ notebooks and writer’s source books, reading and writing folders, portfolios, weekly itemized assessments and experience charts. Teachers will continue to fully implement the workshop model including the mini-lesson (opening), independent/small group work session and share session (close.) Strategies will include the read-aloud/think aloud, write-aloud/think-aloud, shared reading and writing, guided reading and writing, independent reading and writing, cooperative learning and effective questioning to encourage higher-order thinking, academic rigor, and accountable talk. Description of Proposed Instructional Strategies for English Language Arts (that are based on scientifically based research): The ELA Program will continue to center on differentiating instruction and weekly assessments. Emphasis will be placed on the rituals and routines needed to support the reader’s and writer’s workshops, set up an appropriate classroom environment and the use of artifacts to support instruction. These artifacts include use of standards-based rubrics, rubrics-based comments on student work, standards, accountable talk stems, current student work, readers’ notebooks and writer’s source books, reading and writing folders, portfolios and experience charts. Teachers will continue to fully implement the workshop model including the mini-lesson (opening), independent/small group</p>

work session and share session (close.) Strategies will include the read-aloud/think aloud, write-aloud/think-aloud, shared reading and writing, guided reading and writing, independent reading and writing, cooperative learning and effective questioning to encourage higher-order thinking, academic rigor and accountable talk. Support materials will be funded through ARRA and school funds. Teachers will use an array of assessment tools to determine student strengths and needs and chart student progress. These include the DRA, running records, GROW Report, Princeton Review, monthly school-wide ELA practice assessments, Acuity Assessments, Teacher Assessment Notebook (TAN), assessment tasks at the end of each genre unit or author study, teacher created assessments, observation, conferencing and portfolio assessment. Teachers will continue to have common preparation time embedded in their programs to allow for regular weekly congruence meetings, collaboratively looking at student work, interpreting student data and lesson planning. Incoming grade 6 students will be placed in differentiated academies based on their interest area and/or talents. As part of the articulation process, 5th graders in our feeder schools were asked to apply to our academies in order of preference. Where possible, preferences will be honored. Students will participate in enrichment activities according to the theme of each academy. The Communication Arts academy will focus on literacy through print and broadcast journalism and social studies. The Cultural Arts Academy will focus on literacy through the arts including music, drama, dance and art. The Business and Community Relations Academy will focus on literacy through studying business operations and structure, economics, local government and community service. Each academy has, and will continue to form, appropriate partnerships with museums, colleges, businesses, local politicians, community organizations and writing collaboratives. An extended student government and clubs such as the Debate club will further encourage and support literacy and encourage greater student engagement in learning. Special education will continue to be departmentalized with one teacher teaching ELA and social studies as a humanities block, while another teacher teaches math and science. This allows special education students to have access to content area specialists in ELA and allows special education teachers to participate in all professional development to support their content area. Lower level genre and author studies as well as supplementary independent reading books on a wider range of reading levels have been ordered to accommodate the needs of our special education students. AIS will include: The Wilson Program, pull out resource room program, and push-in of the literacy coach and lead teachers, the AM Tutorial, after-school ELA program, Saturday Academy, Vacation Academy, APA and the Special Needs Academy. These programs will continue during the school year. The Parent Coordinator and Family Worker support student learning by improving communication between the ELA classroom teacher and the parents and an effective Parent Outreach Program including contacting parents via phone calls, e-mail, home visits. The ELL teacher will continue to push into classrooms and work with the general education teacher in supporting the ELL Learner. Professional Development: Professional development is regularly

planned, assessed and evaluated by the Principal, Assistant Principals, Literacy and Math Coaches. The PD Team meets weekly and conducts focused learning walks providing teachers with warm and cool feedback and next steps. Professional development is provided by the Literacy Coach and Lead teachers. Teachers receive in-class support through modeling and demonstration lessons, co-teaching and the coach. The Literacy Coach and lead teachers also facilitate study groups centered on lesson study, looking at student work and curriculum mapping. The Literacy Coach and the Lead Teachers also turnkey professional development and support implementation rituals and routines, use of artifacts, aligning curriculum and instruction to the NYS and NYC Learning and Performance Standards, implementing genre and author studies, administering the DRA, implementing the 25 Book Campaign and Book of the Month. Model ELA classrooms have been set up in each academy in all grades and there are plans to expand model classrooms on each grade level for the school year. Lead teachers have also been identified on each grade level to further turnkey best practices. Teachers had been trained in the Springboard program. This training was provided by central.

- strategies for differentiation of instruction, addressing different learning styles, modalities, strengths and needs.
- strategies for reading, writing and researching in the content areas for both ELA and content area teachers
- effective record-keeping strategies to chart student-progress including: the Teacher Assessment Notebook (TAN), annotated bibliography, keeping track of the 25-book campaign and portfolios.
- using active learning strategies including: cooperative learning, effective questioning and other active learning strategies to engage students in learning and accountable talk
- preparing students for standardized testing (Testing As Genre)
- supporting enrichment classes
- implementing word study

To support our English Language Learners (ELL's) the following services were provided through the Title VII Grant: Training For All Teachers:

- In-class coaching for mainstreaming teachers providing instruction for ELL's
- Teacher workshops providing professional development in the latest techniques and strategies used for instructing English Language Learners (ELL's).

In addition, participants were able to log on to Teach First an online site providing professional development for teachers of ELL's.

- Parent workshops designed to develop English literacy skills at home
- Tuition reimbursement for teachers working towards Bilingual/ESL certification
- Teachers developed Learning Experiences as part of the N.Y.S. Peer Review process

Some of the new concepts/ ideas that are being implemented to change student outcomes are the creation of an Instructional Specialist to ensure that all the teachers are on the same page, incorporate the Common Core Standards, facilitate the alignment of the curriculum, the development of uniform assessments in each of the major subject areas, and the revision of ELA and Math portfolios at each grade level. Asl, this year we have a focus on the bottom third in ELA, the development of target groups per academy, and teacher team meetings that allow teachers to discuss and analyze student performance in their academy and grade level.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>90-minute literacy blocks daily weekly congruence meetings for ELA teachers Extended day program Saturday and vacation academies Lunch'N' Learns Read 180 Tax Levy (SN) Tax Levy-- Teachers Title I-SWP, AIS-ERSSA-Extended Day ELA Program, Saturday Academy and Vacation Academy Title I SWP, Title I T/A-Professional Development ARRA LEP-ELL Teacher Contracts for Excellence Title III-Supplementary materials ELL SN-Tax Levy-paraprofessionals</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence of student improvement as evidenced by:</p> <p>The teachers receive professional development during congruence (mandated common planning departmental meetings) and teacher team meetings led by the Lead Teachers, Assistant Principals, Coach, and/ or Instructional Specialist. In these meetings, they get the opportunity to reflect on their instruction through the analysis of various student performance data sources and identified trends.</p> <p>Portfolios Teacher Assessments-ongoing Student work will be reviewed on an ongoing basis through quarterly assessments and during congruence meetings and academy meetings</p> <p>Monthly school Assessments</p> <p>Running records Regular Administrative observation</p>

Subject Area

Mathematics

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, our bottom third will improve by 10% in Mathematics as measured by the New York Math Assessment.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

I.S. 211's priority will be to provide targeted instruction for those students with IEP's in all Performance Levels to facilitate improved performance and achievement with emphasis on moving students from level 2 into level 3. Our target in general education is to move students from level 2 into levels 3 and 4. The school continues full implementation of Impact Math in sixth and seventh grades and Pre-Algebra in eighth grades. The teachers will use a checklist, provided by the program, By June 2011, student achievement in mathematics will increase by 3% as measured by the New York State Mathematics Exam. The school will also administer monthly practice mathematics tests, and disseminate a calendar of lessons aligned with the practice tests and instruction in test-taking skills. The school will also identify new test-taking instruments and provide appropriate test-taking strategies. A school-wide program will provide congruence between teaching/remediation in order to provide stronger support for the classroom teacher by the special education and ELL teacher. Our major academic strategies to improve student performance will consist of reduced class size during the regular school day and increased time on task. The extended day program will include remediation of specific skills as assessed through the Acuity, and analysis of all available data. Assessment will also be based on classroom performance and teacher input. We will continue Saturday and vacation academies in math and morning tutorials. We will offer an accelerated math class in grade 8. The iteach/ilearn program will be implemented in grade 6 infusing technology into the math classroom. Sixth grade teachers have been trained in use of tablets and Smart Boards and Projectors as well as Internet resources and research to support students. Students in grade 6 will receive tablets and engage in interdisciplinary study to support research and inquiry and the development of content literacy skills. Support software in the mathematics content has been purchased to further support and differentiate instruction. We will continue to offer an accelerated math course for the 2010-2011 school year. Some of the new concepts/ ideas that are being implemented to change student outcomes are the creation of an Instructional Specialist to ensure that all the teachers are on the same page, incorporate the Common Core Standards, facilitate the alignment of the curriculum, the development of uniform assessments in each of the major subject areas, and the revision of ELA and Math portfolios at each grade level. Asl, this year we have a focus on the bottom third in Math, the development of target groups per academy, and teacher team meetings that allow teachers to discuss and analyze student performance in their academy and grade level.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the

Instructional Materials/Texts: Impact Mathematics supplemented by Hot Words, Hot Topics Planning Guide – Pacing and Alignment Calendar: 90 -Minute Math Block: • Motivation: Explore /Think/Discuss • Mini-lesson: - Investigate - Problem Set A - Problem Set B • Share/Summarize • On Your Own • Connect/Extend • Homework Skills Practice, Test prep •Ongoing PD for all teachers, coaches and school administrators •FOM units supported by America's Choice •Impact Math will be implemented in grades 6-8. • Use of manipulative, games Impact Mathematics (Grades 6, 7 & 8) a complete mathematics program developed by

<p><i>actions/strategies/activities described in this action plan.</i></p>	<p>the Education Development Center, Inc. (EDC). It aligns with the Everyday Mathematics elementary program and supports the integration of conceptual understanding and the teaching of basic skills. Hot Words, Hot Topics (Grades 6, 7 & 8) will supplement Impact Mathematics. It provides students with additional support on concepts through practice problem sets and provides a glossary of mathematical terms, symbols and formulas. Extended day program Saturday and vacation academies Lunch'N' Learns Read 180 Tax Levy (SN) Tax Levy-- Teachers Title I-SWP, AIS-ERSSA-Extended Day Math Program, Saturday Academy and Vacation Academy Title I SWP, Title I T/A-Professional Development ARRA LEP-ELL Teacher Contracts for Excellence Title III-Supplementary materials ELL SN-Tax Levy-paraprofessionals</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence of student improvement as evidenced by:</p> <p>The teachers receive professional development during congruence (mandated common planning departmental meetings) and teacher team meetings led by the Lead Teachers, Assistant Principals, Coach, and/ or Instructional Specialist. In these meetings, they get the opportunity to reflect on their instruction through the analysis of various student performance data souces and identified trends</p> <p>Strategy Fridays – assessing children’s progress</p> <p>Teacher anecdotals-use of materials and methodologies</p> <p>Teacher conferences-student growth needs weekly</p> <p>Teacher observation-delivery of services</p> <p>Ongoing administrative observation</p> <p>Weekly congruence meetings to look at student work collaboratively</p> <p>Bulletin Boards and student work displayed in classrooms and folders</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	148	127	148	148	148	20	148	148
7	186	132	186	186	186	20	186	186
8	227	170	227	227	227	20	227	227
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Saturday Academy Program is designed to prepare the students grades 6 – 8 for the ELA Exam. • Morning Tutorial Program allows for 6th, 7th and 8th grade students to get extra help in literacy Before school. • Wilson Reading Program assists special education students in decoding and encoding. This is done during the school day. • Schools Attuned assists special education students in their strengths and weaknesses. This is done during the school day. • Winter Institute is a test prep course that prepares the 6th-8th grade students for the ELA. This service is provided in December during the Christmas break for three days. APA After school Programs assist the students in reading and test taking strategies this is provided after school. Small group instruction is provided in the America’s Choice balanced literacy workshop Model during the work period • One-to-one instruction is provided for students during conferencing in the America’s Choice model. • Coaches and lead teachers push in to classrooms working with smaller groups of Students identified by teachers, data, guidance and support staff as being in need. This reduces the ratio of teachers to students. • A SETSS teacher pushes into classes with students with I.E.P’s to work closely with those students and reduce the ratio of teacher to student. • Special Needs Tutorial is provided by special education teachers to assist special education students with literacy. • Current scientific research indicates that smaller classes help at risk students to achieve. This is accomplished during the day. • A block of 90 minutes is provided during the school day to increase student’s time

	<p>on task and to allow for differentiated instruction and flexible grouping based on student assessments including standardized test data, item skills analysis, teacher conferences and teacher observation and portfolios.</p> <p>Lunch N Learns is provided for students during the school day to prepare the students for the ELA exam. This assists in reducing the ratio of teacher to student for more tailored instruction</p>
Mathematics:	<ul style="list-style-type: none"> • Math Coach pushes into classrooms working with smaller groups of students identified by teachers, data, guidance and support staff as being in need. This reduces the ratio of teachers to students. • Lunch n Learn is provided for students during their lunch period to assist students in math. • A block of 90 minutes is provided during the school day to increase student's time on task and to allow for differentiated instruction and flexible grouping based on student assessments including standardized test data, item skills analysis, teacher conferences and teacher observation and portfolios. • APA After school Programs assist the students in math and test taking strategies after after school. <p>Small group instruction is provided in the America's Choice workshop model during the work period.</p> <ul style="list-style-type: none"> • One-to-one instruction is provided for students during conferencing in the America's Choice model. • Special Needs Tutorial is provided by special education teachers to assist special education students in math. • Current scientific research indicates that smaller classes help at risk students to achieve. This is accomplished during the day. • Saturday Academy Program is designed to prepare the students grades 6 – 8 for the Math Exam. • Morning Tutorial Program allows the 8th grade students to get extra help in math before school. • Spring Institute is a test prep course that prepares the 6th-8th grade students for the Math Exam. This service is provided during the Easter break for 2 – 3 days. • Lunch & Learn during students lunch periods. • Tutoring before school and during teacher's Professional period. • Use Access Math and Accelerated math software to differentiate homework. • Test Prep by selected teachers during the teachers' professional period.
Science:	<ul style="list-style-type: none"> • Extended block of science instruction will allow for more time on task and flexible grouping for differentiated instruction in the science content with a focus on content literacy strategies and supports for identified students in need. • Exit Project Program assists students in completing their exit projects after school.

	<ul style="list-style-type: none"> • Morning Tutorial assists students who are at-risk in their science classes. This service is provided before school. • Special Needs Tutorial assists special education students in science after school. • Tutoring in Science for all at- risk students 3 times a week before school. • Computer teacher pushes into classrooms to help special education students use the software, Inspiration, to organize science Exit Projects. • During school Exit Project tutorial for grade 8 students. <p>Saturday Academy assists students in completing their exit projects in timely manner.</p>
Social Studies:	<ul style="list-style-type: none"> • Exit Project Program assists students in completing their exit projects after school. • Morning Tutorial assists students who are at-risk in their social studies classes before school. • Special Needs Tutorial assists special education students in social studies after school. <p>The extended block allows for more time on task and flexible grouping during small group instruction, allowing for differentiated instruction.</p> <p>Saturday Academy assists all students in the completing of Exit Projects.</p>
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • One to one conferences are provided for students during the day to discuss social skills and Promoting self-esteem. • Small group conferences are provided for the students during the school day to discuss behavior management techniques and strategies. <p>The Girls Club is provided for girls to discuss issues relevant to today's adolescent this occurs during and after school.</p>
At-risk Services Provided by the School Psychologist:	Evaluate and assess students to evaluate them for further services during the school day. One to one conferences with students to evaluate them for services during the school day.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • One to one conferences are provided for the students during the school day to discuss having a positive self-image. <p>Small group conferences are provided for the students during the school day to discuss behavior management techniques and strategies</p>
At-risk Health-related Services:	<ul style="list-style-type: none"> • SAPIS <p>Teachers observe, evaluate and assess students to make recommendations to doctors and parents, SBST Team during conferencing</p>

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

NCLB/SED requirement for all schools

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

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

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

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

Number of Students to be Served:

LEP

Non-LEP

Number of Teachers

Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

Professional Development Program

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

Section III. Title III Budget

—

School:

BEDS Code: 331800010211

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session		

- Per diem		
Purchased services - High quality staff and curriculum development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The written translation and oral interpretation needs of parents are initially determined at registration by both the ESL teacher and the pupil personnel secretary. Parents who are registering their children for the first time in a NYC public school, must come to the school and be interviewed by us, and answer questions on many different forms and documents. Those who are not proficient in English, usually come with a family member or neighbor who assists them in this process. If they do not come with their own interpreter, the school is able to provide one from amongst our diverse, multi-lingual staff. It is at this initial interview that we are able to determine the written and oral interpretation needs of the parents of students who are newcomers to the NYC school system.

We are also aware of the fact that there are parents of English proficient students who may be in need of interpretation and translation services. We obtain this information from various ATS reports. The POB/Lang/Geo report continues to be the most useful.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on the findings from personal interviews and ATS, we have determined that all primary languages spoken by the parents of the students of I.S.211 are covered languages. This means that they are amongst the nine most common primary languages, other than English, that are spoken by persons living in New York City as identified by the Department of Education.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Presently, all of our parents speak one of the nine most common primary languages. Thus, we will be able to access all documents which contain critical information through the Department of Education Translation and Interpretation website.

All documents that are disseminated to parents in District 18 will be translated by them and sent to our school for distribution. This includes, Discipline Codes, letters pertaining to holdovers, promotional criteria and summer school, as well as lunch forms. We will continue to disseminate crucial Board of Health medical information in the languages spoken in the home. The Parent Coordinator will make certain that notices about parent meetings, student progress and all other written materials that are sent home, are translated in to the parents' preferred language of communication, so that all parents can be well informed about their child's school and education.

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

We are most fortunate to have teachers, paraprofessionals, and school aides who are multi-lingual. All of the languages spoken by our parents are represented by our staff. They assist at registration, attend PA meetings, Parent-Teacher Conference nights, meetings for parents of ELL's, special school functions and SBST conferences. They are also available to assist in making phone calls and attend individual parent meetings, as needed. We also have the option of calling the DOE Translation services for immediate oral translation (conversational) to a parent or guardian.

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

We will inform parents whose primary language is a covered language and who require language assistance services, with notification of their rights, and instructions on how to obtain such services from the Department of Translation and Interpretation Services website. When feasible, student-specific information regarding health, safety, legal or disciplinary matters, school entitlement or placement in Special Education, ELL programs, extra-curricula and remediation programs will be presented to parents in their home language.

Part C: Action Plan – Language Translation and Interpretation

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2009-10 school year to support improvement in priority areas as described in the school’s response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

<p>Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children’s educational options, and parents’ capacity to improve their children’s achievement.</p>	
<p>ACTION STEP – WHAT needs to be done to accomplish goal?</p> <ul style="list-style-type: none"> ➤ Refer to specific actions, strategies, and activities described in Part B. 	<ul style="list-style-type: none"> -Parents will be informed in their native language of their rights to Translation and Interpretation Services -Parents will receive translations of critical information regarding a child’s education including registration materials; standards and performance; conduct, safety and discipline; special education and related services -Provisions will be made for interpreters at group and one-to-one meetings
<p>WHEN?</p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<p>Throughout the school year, as needed. Will be determined on a school-wide and individual basis.</p>
<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person) 	<p>*Parent Coordinator Principal and Assistant Principals Bilingual staff members District 18 Department of Translation and Interpretation Services</p>
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (including fiscal and human resources) 	<p>\$200 will be used for translators. The remainder will be used to purchase native language/English glossaries and dictionaries for the parents.</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts) 	<ul style="list-style-type: none"> -Periodic review of accomplishments will take place 3 times a year. -We will measure our progress by noting the number of parents whose primary language is other than English <ul style="list-style-type: none"> - who attend school meetings, parent workshops and school functions -who respond to written notices -who respond appropriately to telephone calls and phone messages -Our goals are to effectively communicate with non-English speaking parents. We hope to do this by increasing their involvement at school meetings and functions, as well as parent

workshops. This will be measured by attendance at various school events, responses to written notifications, and appropriate actions taken regarding information disseminated orally.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- *All* Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	485600	168595	654195
2. Enter the anticipated 1% set-aside for Parent Involvement:	4856	1685	6541
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24200	*	
4. Enter the anticipated 10% set-aside for Professional Development:	48560	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

Mentoring for the other 4%

Professional Development by Literacy & Math Coaches
Professional Development by Lead Teachers
10% monies set aside to improve teacher quality

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:

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

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's 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	Fund Source (<i>i.e.</i> ,	Program Funds Are "Conceptually"	Amount Contributed to Schoolwide	Check (X) in the left column below to verify that the
---------	-----------------------------	----------------------------------	----------------------------------	---

Name	Federal, State, or Local	Consolidated in the Schoolwide Program			Pool (Refer to Galaxy for school allocation amounts)	school has met the intent and purposes ² of each program whose funds are consolidated.	
		Yes	No	N/A		Check(x)	Page#(s)

1Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

Program resources are used to differentiate instruction to meet the student's needs according to the state standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Common preparation time is embedded in the teacher's program to allow for regular weekly meetings. Teacher's will collaboratively look at student's work and interpret student data for effective lesson planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

Balanced Literacy and Balanced Math are scientifically researched based programs that strengthen the core academic program of our school. We utilize the workshop model for our 37 ½ minutes to meet the needs of our students. We have an accelerated Math A program that students attend before school. Further, we have a morning ELA tutorial program which starts before school. Special Education students attend an after school tutorial program which strengthens their ELA and math skills. We have teachers that push into the classroom to offer reading and math assistance to strengthen and to enrich student growth.

4. Coordinate with and support the regular educational program;

Our Saturday Academy Programs is coordinated with the regular school day to offer extra assistance and provide focused instruction to assist students in meeting and exceeding the state standards. The curriculum is modified to assist in differentiating the instruction for our students.

5. Provide instruction by highly qualified teachers;

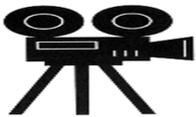
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

The PD Team, Lead Teachers, Math and Literacy Coaches, and UFT Center will provide Professional Development to teachers.

7. Provide strategies to increase parental involvement; and

The parent coordinator and family worker will continue to coordinate parent activities and encourage parents to become involved in their children lives. They will improve the communication between the school and home. Parents will be distributed a parent handbook and calendar to inform them of key personnel, contact numbers, guidance services, grading policies, Chancellor's and school rules and regulations. See Section VI: Action Plan

8. Coordinate and integrate Federal, State and local services and programs.



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School of Telecommunications and Mass Media
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Phone (718) 251-4411 Fax (718) 241-2503

Buffie Simmons-Peart Dorothea Crawford Carolyn James Fidelis Okorafor
Principal Assistant Principal Assistant Principal Assistant Principal
Communication Arts Cultural Arts Business & Community Relations
"The Pride and Joy of Canarsie"

SCHOOL-PARENT COMPACT

The John Wilson Intermediate School 211 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2008-2009.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The John Wilson Intermediate School 211 will:

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

Implementation of research based instruction that includes cooperative learning, balanced literacy and mathematics.

Differentiation of instruction to meet the needs of all students. Lessons are structured so as to ensure that all learners are reached (audible, visual and kinesthetic).

Use of challenging and academically rigorous curriculum that are both conceptually based and aligned with New York City and State Standards.

Multiple AIS Programs that include Saturday Academy, Extended Day and SES, winter and Spring Intensive Institutes. AIS Programs are developed to specifically target level 1 and level 2 students.

Implementation of an AM Advanced Preparation Program conducted before the start of the school day to ensure that our level 3 and 4 students are academically challenged in the areas of mathematics and Language Arts.

- **hold parent-teacher conferences in November 2008 and (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Tuesday, November 15, 2010 at 5:30pm-8:00pm Tuesday, November 16, 2010 at 12:30 p.m. to 3:00 p.m.; Wednesday, February 16, 2010 at 5:30 pm-8:00pm; Thursday, February 17, 2010 at 12:30pm-3:00pm.**

- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Report Cards

Monthly Progress reports will be issued outlining the child's progress and or deficiencies.

Uniform Assessments are given on a monthly basis. Parents will receive notices outlining item analysis of the students' areas of strengths and weaknesses.

Teacher phone calls

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

At John Wilson Intermediate School, we have an open door policy. On Thursday mornings between the hours of 9am and 11am, parents are encouraged to come for a guided tour of the school. In addition parents will be allowed to see teachers through scheduled meetings. In the case of emergency meetings, teachers will be relieved of all instructional duties to attend to the needs of that parent.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

Parents are encouraged to volunteer within the school community. Parents may serve as substitute librarians, perform administrative duties, and assist within classrooms. In addition, parents may in consultation with the principal perform other volunteer duties not outlined above.

Parent

Responsibilities

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

- *supporting my child's learning by making education a priority in our home by:*
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*
- *volunteering in my child's classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *reading together with my child every day;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *express high expectations and offer praise and encouragement for achievement;*

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

(revise as appropriate for grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *come to school ready to do our best and be the best;*

- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

The John Wilson Intermediate School 211 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- 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).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve

the State's high academic standards, the John Wilson Intermediate School 211 will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.

- work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are 12 students who fit into this category.
2. Please describe the services you are planning to provide to the STH population.
The students will be provided with the following services: 37.5 minutes, Instruction in ELA and in Math, small group instruction. Saturday Academy, Lunch N Learns, peer tutoring, Champions Club and 21st Century Activities.

Part B:

For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 211 John Wilson					
District:	18	DBN:	18K211	School		331800010211

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.5	92.8	92.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	269	266	253				
Grade 7	227	288	263				
Grade 8	227	234	295				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	38	33	25				
Total	761	821	836				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	91.6	93.9	94.4

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	71.4	76.2	61.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	19	50	63

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	12	12	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	100	87	79	Principal Suspensions	144	116	40
# in Collaborative Team Teaching (CTT) Classes	29	30	32	Superintendent Suspensions	20	14	45
Number all others	37	35	33				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	59	61	60
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	30	30	11
# receiving ESL services only	30	38	TBD	Number of Educational Paraprofessionals	14	16	36
# ELLs with IEPs	5	11	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	3	26	% fully licensed & permanently assigned to this school	100.0	100.0	98.2
				% more than 2 years teaching in this school	71.2	67.2	78.3
				% more than 5 years teaching anywhere	61.0	52.5	68.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	79.0	86.7
American Indian or Alaska Native	0.8	0.7	0.4	% core classes taught by "highly qualified" teachers	84.1	98.0	91.0
Black or African American	86.5	87.3	88.3				
Hispanic or Latino	8.9	8.5	8.4				
Asian or Native Hawaiian/Other Pacific	1.8	1.8	1.4				
White	2.0	1.6	1.6				
Male	53.7	54.4	53.2				
Female	46.3	45.6	46.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Students with Disabilities	v	v				
Limited English Proficient	-	v	-			
Economically Disadvantaged	v	v				
Student groups making	5	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			NR	
Overall Score:	50.3	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	9.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	29.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	3.5					

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN104	District 18	School Number 211	School Name John Wilson
Principal Buffie Simmons		Assistant Principal Carolyn James	
Coach Tracy Fray-Oliver		Coach	
Teacher/Subject Area Randi N. Goldman/ESL		Guidance Counselor Catherine Letren	
Teacher/Subject Area Rehea Gomez/English		Parent Dorothea Atkinson/PTA Presiden	
Teacher/Subject Area Pauline Parker-Johnson/Science		Parent Coordinator Guy Williams	
Related Service Provider Natasha Manoo/Speech		Other Arrox Desronvil/Special Ed	
Network Leader Bob Cohen		Other Dorothea Crawford/Test Coord.	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	837	Total Number of ELLs	37	ELLs as Share of Total Student Population (%)	4.42%
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Part II: ELL Identification Process

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

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

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

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

The total number of students at I.S. 211 in the Canarsie section of Brooklyn is 837 of whom 37 are ELL's. This is approximately 4.42% of the student population.

When a new public school enrollee comes to register at our school, they are required to complete a Home Language Identification Survey (HLIS), which is translated into 9 languages. This survey helps us to identify students who may have limited English language proficiency. The original survey is kept in the student's cum and a copy is kept on file in a secure file cabinet in the room of the ELL specialist. The Pupil Personnel secretary calls the certified ESL teacher, Randi Goldman, to assist in the registration process. Oftentimes, the parents come to register with a family member or friend who speaks their native language and English. If not, we are blessed with a multi-lingual staff that assists the certified ESL teacher and secretary during registration. Members of our staff speak the major (covered) languages of our ELL's: Spanish, Haitian Creole, French, Chinese and Arabic. Parents receive registration forms in their native language and English. The certified ESL teacher, Pupil Personnel Secretary and a translator (when needed), do an informal oral interview with the family. The certified ESL teacher, Randi Goldman, identifies these newly admitted students as being eligible for ESL/bi-lingual services based upon the answers given by their parents/guardians on the revised Home Language Identification Survey (HLIS.) Within 10 days of admission, students who are identified as having a language other than English spoken in the home are given a LAB-R Language Assessment Battery-Revised) by Randi Goldman, the ESL teacher. Those who score below a state designated level of proficiency on this exam are identified as ELL's, and are entitled to ESL services. Those whose scores indicate that they are at the beginner and intermediate levels receive 360 minutes of ESL weekly; those who score at the advanced level receive 180 minutes of ESL weekly. Students whose Home Language is Spanish and score at or below proficiency on the LAB-R, are administered a Spanish LAB to determine language dominance.

Eligibility for continuing ELL's is determined by using a NYS formal assessment exam. The NYSESLAT (New York State English as a Second Language Achievement Test) is administered each spring by the certified ESL teacher, Randi Goldman. The proficiency levels of students, and ESL placement for the coming school year, is based on the results of this exam. ELL's that continue to score below a certain level of proficiency continue to be entitled to ESL services. ELL's scoring at or above that level are no longer entitled to ESL services. Our school notifies parents in their native language prior to the exam about testing dates and purpose of the NYSESLAT. They are once again notified in their native language with their child's score on the NYSESLAT.

At registration, the certified ESL teacher, Randi Goldman, invites parents of newly admitted ELL's to a Parent Orientation meeting where they have the opportunity to view a short informational video in their native language and receive brochures in their native language, about the three program choices available to their child. They are encouraged to ask questions, voice concerns, and select one of the three instructional options. When necessary, a bilingual colleague assists the certified ESL teacher, Randi Goldman, at these meetings, so we are certain the parents understand their choices. If we do not have a staff member who can translate, we call the Translation Unit at the NYCDOE who will interpret for us free of charge. We try to accommodate parents and have these meetings the day of registration, or at most, within the child's first week of school.

Parents must choose one of the following programs:

-Freestanding English as a Second Language-students in this program receive all instruction in English. Language Arts is taught using ELA and ESL methodologies. Content area subjects are taught in English using ESL strategies.

-Transitional Bilingual Education-initially, all subjects are taught in the child's native language. As students in this program develop their English proficiency, the time allocated to native language arts shifts to English-language learning, until the student is ready to enter an all English program. I.S. 211 does not have TBE classes. If TBE is the Parental Choice, parents are given a list of nearby schools that have these programs.

-Dual Language-language enriched bilingual education program that integrates students who are native English speakers with native speakers of another language for all or most of their content area instruction. All students in Dual Language programs develop their second language skills while learning content knowledge in both language groups. I.S. 211 does not have DL classes. If DL is the Parental Choice, parents are given a list of nearby schools that have these programs.

The ESL teacher, Randi Goldman, notifies parents of newly admitted ELL's in writing and in their native language, informing them of their child's entitlement to ESL, bi-lingual or Dual Language services. Ideally, this is done in person at the Parent Orientation. If for some reason the parent has not filled out the Parent Survey and Program selection, a reminder letter in their native language is sent home via their

child and/or the mail and/or a bilingual staff member calls them to remind them to return it. The ESL teacher has determined that we have had 100% compliance in receiving the Parental Choice letters. However, if a Parental Choice letter was not returned, the default would be a TBE as per CR Part 154.

Parents of continuing ELL's are informed in their native language of their child's continued eligibility for ESL and their child's level of proficiency based on the NYSESLAT from the previous spring. Parents of all ELL's are invited to a Parent Workshop at the beginning of the school year. At this meeting they learn about our school's ESL program, methods of instruction, goals of the program and expectations for their child. Parents of students who are no longer entitled to ESL services because they received a level of Proficient on the NYSESLAT, are informed of their child's status in their native language, too. The ESL teacher has determined that according to the Parental Choice documents on file, the ESL program at I.S. 211 is aligned 100% with the parental requests on the Parent Survey and Selection Form. ALL parents have chosen English as a Second Language as the program of choice for their child. Presently, we do not have plans to change/add programs available to ELL's since we are in TOTAL alignment with Parent Choice. Parent Workshops are held regularly throughout the school year. In addition to the ESL teacher, the Parent Coordinator and translators are present at the meetings. Guest speakers include supervisors, coaches, behavior modification teachers, teacher specialists, subject area teachers and guidance counselors. Parents are encouraged to have an ongoing dialogue with the school's staff throughout the year. We encourage parents to speak with us in one-on-one meetings, phone conversations and regional meetings. Parents are informed of school events in their native language in a timely manner. Translators are always made available.

Within ten days of admission, all ESL "eligible" students are administered a LAB-R assessment test by the certified ESL teacher. Based on the results of this exam, if "entitled" to ESL services, the student is placed in the appropriate class. I.S. 211 is organized in to three distinct academies. All ELL's are housed in the "Cultural Arts Academy." This enables both students and teachers to have close proximity to the ESL classroom, its' resources, and the ESL teacher, at all times. Regular education students are placed in one class on each grade. Housing students in the same academy in one class on each grade facilitates programming for a combination of pull-out and push-in programs.

The program choice for the parents of ELL's at I.S. 211 continues to be ESL Only. In the past 5 years, ALL (100%) of the parents have chosen ESL Only on the Parent Selection Forms. This corresponds to approximately eighty parents. Thus, the program model offered at I.S. 211 is in total alignment with all parental choices.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

Freestanding ESL														
Self-Contained														0
Push-In							2	2	2					6
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	10
SIFE	5	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	29	4	4	4	1	4	4	0	2	37
Total	29	4	4	4	1	4	4	0	2	37

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

C. Home Language Breakdown and ELL Programs

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

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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	1	3					6
Chinese							1							1
Russian														0
Bengali														0
Urdu														0
Arabic								2						2
Haitian							6	7	5					18
French							2	3	5					10
Korean														0
Punjabi														0
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other													0	0
TOTAL	0	0	0	0	0	0	11	13	13	0	0	0	0	37

Part IV: ELL Programming

A. Programming and Scheduling Information

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

The ESL program at I.S. 211 is both a push-in and pull-out freestanding English language program committed to raising the standards of all English Language Learners. We do not have any self-contained ESL classes. There are a total of 37 ESL students in the school.

Regular education students are placed in one class on each grade in the Cultural Arts Academy. Housing students in the same academy and in one class on each grade facilitates programming for a combination of pull-out and push-in programs. This organization ensures that every ELL receives the mandated number of instructional minutes according to their proficiency level. During pull-out classes, students are grouped according to their proficiency levels on the NYSESLAT and LAB-R. Special Education students are placed in classes based on their IEP's. ELL's are assured their mandated number of instructional minutes by the ESL teacher as per CR Part 154. Beginning and Intermediate level students receive 8/45 minute periods of ESL weekly. Advanced students receive at least 4/45 minute periods of ESL weekly and 8 periods of ELA weekly. All ESL instruction for regular education students is a combination of pull-out and push-in periods. Special Education students are served as per their IEP's and receive all their ESL instruction in a pull-out format. We do not have any NLA programs.

The staff at John Wilson follow a high-quality curriculum in a supportive and effective learning environment that enables our students to meet NYS's student academic achievement standards. Targeted and differentiation of instruction is used in all subject areas to ensure that all learners are reached. All content-area teachers enhance their lessons using Smart Board. School leadership and teachers use the results of the Interim Assessments to drive instruction. Instructional approaches and methods used to make content comprehensible to enrich language development includes strong cognitive involvement as well as contextual support. Language in the content areas is amplified. Teachers continue to emphasize the use of "scaffolding strategies" for ALL ELL subgroups. These include: bridging, modeling, contextualization, metacognitive development, text representation and schema building. I.S. 211 combines the principles of second language learning with the language development necessary for success in content area classes. This allows students to learn content area material while simultaneously developing English skills. Proficiency in the English language is essential in order to meet the standards in academic content areas. This is the explicit goal of the school leadership and teachers of our school.

Literature and content based instruction is aligned to the New York State Learning Standards for information and understanding; English for

literary response, enjoyment and expression; English for critical analysis and evaluation; English for social classroom interaction; and English for cross-cultural knowledge and understanding in the four modalities of listening, speaking, reading, and writing. Explicit ELA is delivered in ninety minute blocks using America's Choice rituals and routines. New this year is the combined use of "SPRINGBOARD" and "AMERICA'S CHOICE." This Balanced Literacy program utilizes ESL methodologies within the workshop model and incorporates fluency, vocabulary and text comprehension into the components of read alouds, shared reading, guided reading, independent reading and writer's workshop; which all correspond to NYC Performance Standards in ELA.

Explicit Math is also delivered in 90 minute blocks utilizing the workshop model. New York State Learning Standards for Math are emphasized. Impact Math (Glencoe) is supplemented by Hot Words, Hot Topics. Differentiated and Balanced Math lessons utilizing ESL methodologies include a Motivation: Explore: Think/Explore/Discuss, a mini-lesson, work period and culminates with a few minutes of Share/Summarize. Manipulatives are used whenever appropriate. Gifted Grade 8 students are invited to participate in an A.M. Integrated Algebra Regents Course.

Explicit Science includes extended blocks of time to allow for more time on task. ESL methodologies are combined with differentiated instruction. The workshop model is used in all science classes. Science Explorer (Prentice Hall) is supplemented by manipulatives and other realia, as well as hands-on lab classes. Students in all grades learn how to research and report various science topics, preparing them for their Grade 8 Exit projects. Our Title III after school program assists the ELL's in all grades in completing research projects.

Explicit Social Studies includes differentiated instruction utilizing ESL methodologies within the workshop model. This year Grade 6 is using World History Journey Across Time (Glencoe.) Grades 7 and 8 continue to use The American Nation (Prentice Hall.) All students learn how to gather, research and write research papers preparing them for their Grade 8 Exit projects. Our Title III after school program assists the ELL's in all grades in completing research assignments.

SIFE are offered a variety of supplementary services in addition to ESL and 37.5 minutes. These include: AIS, Read 180, Wilson, Great Leaps, Ramp-up and an ESL Title III after- school program. When deemed necessary, instructional adaptations are utilized. Interventions include grouping students of mixed proficiencies for activities; grouping students according to homogeneous proficiencies, adapting materials to their needs, utilizing computer software, hands-on, teacher-made and other supplementary materials; differentiated and targeted instruction. Also available are counseling, Pupil Personnel Committee, referrals for related services and referrals to community agencies.

Newcomers receive 8/45 minute periods of pull-out ESL instruction weekly. Instruction is aligned with the 5 NYS ESL Learning Standards. The curriculum draws on the cultural and linguistic diversity of the ELL's, and the rich and varied understandings these students bring from their prior experiences. Gibbons (1993) states that it is through the use of talk that learning occurs. "Talk" allows learners to think aloud, and can be used as a means to model effective learning strategies. Talk also helps ELL's to formulate ideas and learn in a context that does not include the more formal demands that written language require. Since there is a very strong correlation between oral language development and literacy development, meaningful communication is encouraged between teacher-student and student-student. Listening, speaking, reading and writing skills are developed through differentiated instruction that utilizes second language methodology. Successful approaches include: Total Physical Response, Natural Approach, Language Experience, Cognitive Academic Language Learning, Scaffolding and QTEL. All ELL's are expected to meet the same high standards as the rest of the I.S. 211 population.

ELL's receive explicit ESL instruction in all content areas by a NYS certified and NYC licensed TESOL. It is an interdisciplinary program that develops all four language skills: listening, speaking, reading, and writing. We adhere to the 5 NYS ESL standards which promote ESL instruction that is closely aligned with standards-based ELA and content-area instruction. Appropriate language instructional materials support ESL instruction. The use of native language picture dictionaries is encouraged

ELL's receiving services for 4-6 years participate in a balanced literacy approach which includes phonics, fluency, vocabulary and text comprehension. Ongoing assessments include: retelling of stories, use of figurative language, rubrics, standardized Interim Assessments, and conferencing with subject area teachers. Some of the strategies used include: use of prior knowledge, word walls, modeling, graphic organizers, frequent summaries, re-presentation, meaningful "talk", and student choice, thus providing activities using different modalities while using the workshop model. Students learn in an environment that is organized, stimulating, and comfortable in order to maximize their language and literacy development

Specific needs of individual long-term ELL's are assessed by their subject area teachers, as well as the ESL teacher and other support staff. Results of standardized tests, baseline DRA, Acuity test scores and monthly ELA and Math assessments, are combined with teacher assessments of class work, homework, promotional folders and anecdotes, to determine the specific needs of each student. Based on these

findings, the long-term ELL may be placed in a class with the following services; AIS, Read 180, Great Leaps and Ramp-up programs. In addition, they may be recommended for the Saturday Academy, Extended Day Program, 37.5 instruction, and the Title III ESL After-school Program. Most of our Long-Term ELL's are special needs students. They receive differentiated instruction that is spelled out in their IEP's.

ELL's who are suspected of having learning disabilities are afforded the opportunity to become acclimated to their new environment and their new language before they are referred for an evaluation. Interventions and supplementary services are given prior to a full bi-lingual CSE evaluation. If an evaluation is deemed necessary, their parent is informed of this need in their native language. Intake and other meetings with CSE are in the parent's native tongue. Students are provided with a bilingual multidisciplinary evaluation. At I.S. 211, ELL's with disabilities are provided with a special education program, which is consistent with CR Part 200 and CR Part 154 when so indicated on their IEP. Since we do not have any bi-lingual special education classes, ELL's recommended for bilingual special education services have an alternate placement bilingual paraprofessional and receive ESL services as indicated on their IEP. ESL methodologies are used by their special education classroom teachers. Many of our special needs classes are now departmentalized. This has benefitted both teachers and students alike. It allows our teachers to choose a subject and engage in all PD opportunities and congruence in specific content areas. They teach either math and science or ELA and Social Studies. Due to budgetary cuts, we no longer have a daily after-school program specifically designed for Special Needs students. However, many of our SPED's are part of our after school Champions Program.

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

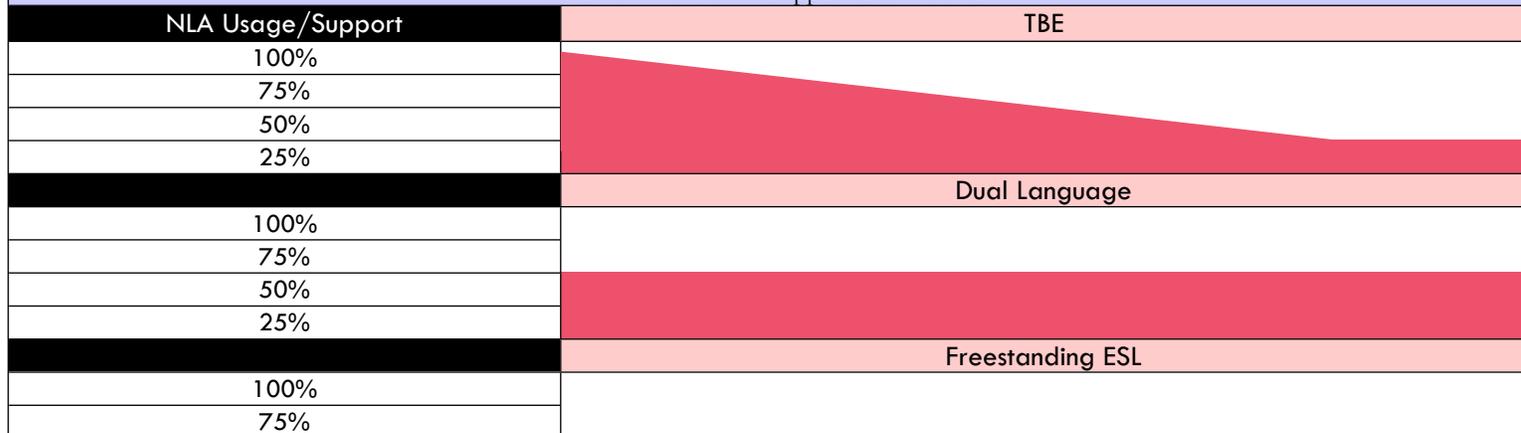
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

All targeted intervention programs are in English only and are open to all ELL's. Programs outside of the regular school day include: Champion's Club , various morning and after school programs, Saturday Preparatory Academy and Winter-Spring Vacation holiday programs. In addition, all our ELL's are invited to participate in our Title III after school program and our new cultural arts "21st Century" program. Children receive instructional strategies that will ensure their success in ELA, Math, Science and Social Studies.

Targeted intervention for ELA includes: Read 180, AIS, 37.5 minutes, Wilson Reading Program, Great Leaps, one-to-one instruction during conferencing, Lunch'n'Leads, push-in by coaches, lead teachers, resource room teacher and ELL specialist. 90 minute blocks increase students' time in task and allow for differentiated instruction and flexible grouping based on student assessments including standardized test data, item skills analysis, portfolios and teacher conferencing and observation,

Targeted intervention for Math is using IMPACT MATHEMATICS supplemented by Hot Words, Hot Topics. The HWHT Planning Guide provides students with additional support on concepts through practice problem sets and a glossary of mathematical terms, symbols and formulas. The ESL teacher gives all ELL's a bilingual math glossary in their native language and English to use at school and at home. Math picture glossaries in English only are also made available.

Targeted intervention for Science includes extended blocks of class time to allow for more time on task and flexible grouping for differentiated instruction in the science content with a focus on content literacy strategies and supports for ELL's (bilingual Science picture dictionaries and The Oxford Picture Dictionary for the Content Areas.) Exit project Program assistance is part of the Title III after school

program and Saturday Academy. Morning tutorials will be implemented prior to the NYS Science exam.

Targeted intervention for Social Studies includes extended blocks of class time to allow for more time to be on task and flexible grouping during small group instruction, allowing for differentiated instruction. Exit project assistance is part of the Title III program and Saturday Academy. Oxford Picture Dictionary for the Content Areas and Land, People, Nation (a history series for ELL's) is utilized, as well.

Transitional ELL's parents' (students who have attained the level of Proficient on the NYSESLAT) are notified in their native language. Proficient level students continue to learn through scaffolding, and remain in the "Cultural Arts Academy." They are placed in the same class on each grade as the ELL's so that they can benefit from the services of the ESL teacher during periods of push-in. Students who received a score of Proficient on the NYSESLAT in the past 2 years are entitled to extended time on all NYS exams; bilingual versions of the exams and/or exams translated in to their native language. They are also invited to participate in our Title III program and all special events geared specifically towards the ELL's. They are encouraged to visit the ESL teacher regularly to discuss concerns, problems, progress, etc. Subject area teachers are informed that Proficient level students are second language learners and may have needs that are different than native English learners and more similar to the ELL's in their class.

When needed , our Math teachers continue to translate tests and notes in to the children's native language. Utilizing both English and the native language, enables newcomers to learn the mathematical concept and have follow through in a more comprehensive way. Taking tests in both English and their Native Language prepares ELL's for the NYS Math test, as well. Our Grade 7 ELL's are part of the general ed population of an Integrated Team Teaching Class. This year, the Special Ed teacher in this class speaks both Haitian Creole and French. He uses it sparingly, but it is comforting to both students and parents alike. New this year, is the "21st CENTURY" after school program. This program engages students in Ballroom and African dancing, theatre and choral performances and martial arts. It is especially geared to students in the "Cultural Arts Academy", which all regular education ELL's are part of.

Unfortunately, at the present time all A.M. and P.M. programs/services for Gen Ed, SPED's, Sife and Long-term ELL's that were previously in place (except Champion's Club) will not be continued this year due to massive budget cuts. We hope to be able to resume them later in the school year.

All ELL's are afforded access to all school programs. The ESL teacher informs parents about the programs at our monthly meetings. In addition to the targeted intervention programs listed above, they are also invited to participate in Champions Club-an after-school program that provides students with a unique blend of sports, arts and academic instruction-meets Mon.-Thurs. 3:00P.M.-5:30P.M.; 21st Century- an academic fine arts institute that uses the arts: martial arts, dance, theatre and music, to enhance the academic experiences of our students-meets Mon., Tues. and Fri. 2:50 P.M.-6:00P.M. as well as Saturday Preparatory Academy.

Instructional materials used to support the learning of ALL ELL's in a balanced literacy program include: a leveled, diversified, genre-rich classroom library which includes a large selection of picture books and an extensive multicultural section; The Basic Oxford Picture Dictionary with workbooks and cassette tapes; The New Oxford Picture Dictionary with workbooks, cassette tapes and CD-ROM; The Oxford Picture Dictionary with workbooks and CD-ROM (this is every ELL's favorite); The Oxford Picture Dictionary for the Content Areas with Word and Picture cards, Content Readings and Content Chants; The Oxford Picture Dictionary for Kids with Word and Picture Cards and Stories; English at your Command; Big Books, Rosen REAL Reading Programs-Collection 3/Read to Success, Phonics for the REAL World/Knowledge through Phonics; Focus on Fluency/Books and Tapes; assorted picture books with tapes representing all genres; Read All About It/Levels Pre-1, 1 and 2; Carolyn Graham's Jazz Chants, Jazz Chant Fairy Tales, Grammar Chants and Small Talk; Word by Word Phonics level picture dictionaries; All Star English/Math, Science and Social Studies; Goodman's All Stars/Levels 1 and 2; What a Life/High Beginning; Thoughts and Notions/High Beginning; Facts and Figures/Beginning Reading Level; Habitats of the World; Stories We Brought With Us; Very Easy True Stories; Easy True Stories, and more. There is a plethora of bilingual-picture and word-for-word dictionaries, as well as content area math and science picture dictionaries. All content area teachers use Smart Boards and, (at times) the students use computer "notebooks." Through our Title III program, students have use of laptops and older desktop computers. We have a variety of educational software, including The Rosetta Stone.

Although we do not have any bilingual programs as per parent choice, the staff at I.S.211 continues to link children's homes to our school, countries of origin to their new country, and native languages and culture to English and the American experience. We have some native language resource materials which are supplemented by materials borrowed from the local libraries. We help immigrant parents/guardians acculturate to our school environment and assist them in getting social support services. We are blessed to have staff members who speak all of the native languages of our ELL's. The staff at I.S. 211 will continue to respect who our children are, where they come from, and the languages they speak, as they add English to their linguistic repertoire and become part of the "mosaic" of America.

All required services and resources support and correspond to the age and grade levels of all our ELL's. The "Read All About It" series and "Action" magazine are excellent examples of ELL resources that correspond to the ages and grade levels of our middle school students.

Presently, we do not have any activities to assist newly enrolled ELL's before the beginning of the school year.

ELL's are presently offered Spanish as an elective. Since both French and Spanish are "romance Languages" with the same Latin roots, our French speaking students tend to do exceptionally well in their Spanish language classes.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Since there is no one person who can help a student become proficient in English, our layout allows the language development of the ELL's to be the Cultural Arts Academy's responsibility as a whole. Our school's response to the learning needs of ELL's is reflected in this unique policy.

I.S. 211 is comprised of three smaller vertical learning academies, each with its own theme, assistant principal, and guidance counselor. These smaller academies provide a more nurturing atmosphere for our students and allow teams of teachers working closely with the same students to plan and assess student strengths and needs collaboratively. It also allows both students and teachers to have close proximity to the ESL classroom, its' resources and the certified ESL teacher, at all times.

This configuration facilitates more meaningful professional development in ESL strategies. The staff shares understandings about language and literacy development, and has opportunities for exploring the teaching and learning issues implicit in second language development. Teachers and paraprofessionals working in the Cultural Arts Academy acquire an appreciation for the cultural diversities of our students. They receive training and Professional Development that focuses on ESL standards, instructional methodologies, materials and differentiating instruction. We concentrate on how to make content area subjects more comprehensible for ELL's. We address ways in which eighth grade ELL's can research and complete their Science and Social Studies Exit Projects. As our ELL's transition from one level to another, cohorts meet to determine the most effective differentiated instruction for each student. Since all our general education ELL's are in one class on a grade, students are supported as they transition from one level to the next. In addition, we keep our newly proficient ELL's in the same classes as our ELL's, so they receive the continued support of the ELL teacher during push-in periods; and the expertise of teachers trained in ESL methodology. Afterall, CALP can take up to 7-8 years. These students are invited to all ELL events, as well as our Title III after school program.

Both our District 18 ESL Specialist and Empowerment RIS will emphasize scaffolding techniques during PD. Teachers will be trained in the six types of scaffolding, which include; modeling, bridging, contextualization, schema building, text-re-presentation and metacognitive development. Staff will also receive PD as to how best to use graphic organizers, the workshop model and writer's workshop for ELL's. In-house Coaches and Lead Teachers will give PD from America's Choice. This includes the use of the DRA, running records, conferencing and other assessment tools. Teachers are taught various ESL methodologies including TPR, The Natural Approach, Cooperative Learning, and Cognitive Academic Language Learning Approach (CALLA.) Our Teacher's Center has purchased numerous books as resources for teachers of English Second Language Learners. One of the biggest concerns people have is how to communicate with the newcomer. Time tested

techniques and ideas are happily shared, as well.

Part V: Assessment Analysis

listed in Protraxx, and for those who are in school, they are encouraged to take some form of education course which addresses the needs of the English Language Learner. Our College continues to offer 9 FREE credits in Graduate ESL courses, which some of our teachers have taken advantage of. Classes meet at a local high school. Many of our teachers are QTEL certified. In addition, there is in-class assistance to

A. Assessment Breakdown

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	2	2	0	0	0	0	0	5
Intermediate(I)	0	0	0	0	0	0	4	4	10	0	0	0	0	15
Advanced (A)	0	0	0	0	0	0	6	5	3	0	0	0	0	14
Total	0	0	0	0	0	0	10	11	13	0	0	0	0	34

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	0	2	0	0	0	0	0	0
	I	0	0	0	0	0	0	1	2	5	0	0	0	0
READING/ WRITING	A	0	0	0	0	0	0	6	12	5	0	0	0	0
	P	0	0	0	0	0	0	1	4	8	0	0	0	0

NYS ELA						
Grade	Level 1	Level 2	Level 3	Level 4	Total	
3					0	
4					0	
5					0	
6	8	3			11	
7	8	4	1		13	
8	7	1			8	
NYSAA Bilingual Spe Ed				1	1	

"bereavement" group for all students, staff and parents of Haitian descent. One of our paraprofessional was part of the group, and served

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
The ESL teacher	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

Hello to Summer meeting aimed at informing parents of programs available to their children throughout the city.

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	3		5		2		3		13
7	5		4	4	2	2			17
8	1		3	2		4	1	1	12
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		2	2	1	5			11
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	2		2	6		1			11
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

The DRA is used a baseline assessment. If students have no English language whatsoever, the LAB-R is the sole assessment tool. Periodic Accuity assessments are administered in all subject areas. Teachers keep running records and portfolio assessments, as well. Students learn a second language much like they learned a first language. Comprehending the spoken word, then speaking, reading and writing.

Interestingly, the data pattern across NYSESLAT modalities was quite different this year. After the earthquake in Haiti, we received 9 students. All were HIGHLY literate in French. These students plus a Grade 6 newcomer from China, all did far better on the Reading/Writing modality than the Listening/Speaking modality. There are a multitude of reasons as to why this is so, but the implications for our focus of teaching these students is impacted. We will now concentrate on making the spoken word more comprehensible. This will be done using read alouds. having students follow extensive oral directions. note taking while listening to oral lessons and re-presenting stories scenarios others

made explicit in the ESL classroom, but will NOT be the core of the ESL curriculum. We will teach explicit language through the use of mini-lessons and the workshop model. Students will be able to “create” meaningful language that typifies ESL instruction. We will use a balanced literacy approach. Programming will be facilitated in large blocks of time for reading and writing instruction in small groups. Classroom libraries are rich in text of different genres and varying degrees of difficulty, appealing to the newcomer through the advanced student. This year, we had 9 newcomers after February. These students definitely fared better when taking tests in their Native Language. However, some newcomers did not have any foundation in the subject material and taking the tests in their native language did not make a huge difference. Surely, taking the tests in their native language facilitated their answering the questions.

Additional Information

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

Two of our former NYSAA students, who were in Grade 8, aged out this year. Therefore, there were no test scores within the tables shown, for them.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 18K211

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 485,632	\$ 168,595	\$ 654,227
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,856	\$ 1,685	\$ 6,541
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 24,282		
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 48,563		

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98 %.

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

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

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



John Wilson Intermediate School 211
School of Telecommunications and Mass Media
1001 East 100th Street Brooklyn, NY 11236
Phone (718) 251-4411 Fax (718) 241-2503

Buffie Simmons	Dorothea Crawford	Carolyn James	Fidelis Okorafor
Principal	Assistant Principal	Assistant Principal	Assistant Principal
	Communication Arts	Cultural Arts	Business & Community Relations

“The Pride and Joy of Canarsie”

SCHOOL-PARENT COMPACT

The John Wilson Intermediate School 211 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during school year 2008-2009.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The John Wilson Intermediate School 211 will:

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

Implementation of research based instruction that includes cooperative learning, balanced literacy and mathematics.

Differentiation of instruction to meet the needs of all students. Lessons are structured so as to ensure that all learners are reached (audible, visual and kinesthetic).

Use of challenging and academically rigorous curriculum that are both conceptually based and aligned with New York City and State Standards.

Multiple AIS Programs that include Saturday Academy, Extended Day and SES, winter and Spring Intensive Institutes. AIS Programs are developed to specifically target level 1 and level 2 students.

Implementation of an AM Advanced Preparation Program conducted before the start of the school day to ensure that our level 3 and 4 students are academically challenged in the areas of mathematics and Language Arts.

- **hold parent-teacher conferences in November 2008 and (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Tuesday, November 15, 2010 at 5:30pm-8:00pm Tuesday, November 16, 2010 at 12:30 p.m. to 3:00 p.m.; Wednesday, February 16, 2010 at 5:30 pm-8:00pm; Thursday, February 17, 2010 at 12:30pm-3:00pm.**
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Report Cards

Monthly Progress reports will be issued outlining the child's progress and or deficiencies.

Uniform Assessments are given on a monthly basis. Parents will receive notices outlining item analysis of the students' areas of strengths and weaknesses.

Teacher phone calls

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

At John Wilson Intermediate School, we have an open door policy. On Thursday mornings between the hours of 9am and 11am, parents are encouraged to come for a guided tour of the school. In addition parents will be allowed to see teachers through scheduled meetings. In the case of emergency meetings, teachers will be relieved of all instructional duties to attend to the needs of that parent.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

Parents are encouraged to volunteer within the school community. Parents may serve as substitute librarians, perform administrative duties, and assist within classrooms. In addition, parents may in consultation with the principal perform other volunteer duties not outlined above.

Parent Responsibilities

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

- *supporting my child's learning by making education a priority in our home by:*
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*

- *volunteering in my child's classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *reading together with my child every day;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *express high expectations and offer praise and encouragement for achievement;*

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

(revise as appropriate for grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*

- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

The John Wilson Intermediate School 211 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- 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).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve

the State's high academic standards, the John Wilson Intermediate School 211 will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;

- work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

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

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.

Part A:

For Title I Schools

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

There are 12 students who fit into this category.

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

The students will be provided with the following services: 37.5 minutes, Instruction in ELA and in Math, small group instruction. Saturday Academy, Lunch N Learns, peer tutoring, Champions Club and 21st Century Activities.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Yes			\$ 407,931	✓	Pages 25-30; 55-56
Title I, Part A (ARRA)	Federal	Yes			\$ 166,909	✓	Pages 25-30; 55-56
Title II, Part A	Federal		No				
Title III, Part A	Federal		No		N/A		
Title IV	Federal		No		N/A		
IDEA	Federal		No		N/A		
Tax Levy	Local	Yes			\$ 3,661,302	✓	Pages 25-30

¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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