



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JOHN WILSON INTERMEDIATE SCHOOL 211

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18 K211

PRINCIPAL: CAROLYN JAMES **EMAIL:** CJAMES3@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. BEVERLY WILKINS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Carolyn James	*Principal or Designee	
Daniel Malkenson	*UFT Chapter Leader or Designee	
Dorothy Atkinson	*PA/PTA President or Designated Co-President	
Debbie Dibiasi	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dorothea Crawford	Member/	
Nellie Lubin	Member/	
Heather Dias	Member/	
Marie Joseph	Member/	
Keiishia Lytle	Member/	
Kareem Strickland	Member/	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, our bottom third will improve in English Language Arts as measured by the New York ELA Assessment. There will be a 10% increase of students making at least 1 year of progress 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.

Comprehensive needs assessment

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

We have 234 students who are in the bottom third in ELA. Thirty percent of our students are bottom third. Eighty five students are sixth graders, seventy three students are seventh graders and seventy six students are eighth graders.

We analyzed acuity assessment, ELA state assessment, weekly assessments, student work and student portfolios.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Core teachers will receive continued professional development during congruency on differentiation of instruction for their student population.

All core teachers will teach 24 teaching periods instead of 25 teaching periods. To that end, teachers attend subject specific professional development every week.

Writing will be implemented across the curricula and in all content areas.

Lead teachers and assistant principals push in to assist subject teachers with a specific skill.

With the use of Title I funding, Academic Intervention Services are available before, after school and on Saturdays & some Sundays for all students.

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 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, 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 and preparation. 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, community service and technology. 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 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, and Math Lead Teachers. 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 Lead teachers. Teachers receive in-class support through modeling and demonstration lessons, co-teaching and the coach. The lead teachers also facilitate study groups centered on lesson study, looking at student work and curriculum mapping. The Lead Teachers also turnkey professional development and support implementation rituals and routines, use of artifacts, aligning curriculum and instruction to the NYS, NYC Learning and Performance Standards, and the Common Core Standards/ Common Core Learning 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. As for 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. This will be implemented 9/11 to 6/12.

Strategies to increase parental involvement

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

Parents will receive training and workshops on ARIS, how to help their child(ren) at home, homework help, community building, effective communication between home and school, computer workshops, Parent workshops with ELA and Math Leads, Common Core Workshops, Students with Disabilities Workshops, ELL Workshops, Language Translation Workshops

Strategies for attracting Highly Qualified Teachers (HQT)

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

The Professional Development Team , Lead Teachers, and UFT Center will provide Professional Development to teachers. The Administrative staff will provide support by providing feedback from mini short frequent observations.

Administrators will contact the DOE to recruit highly effective teachers. Further, we will recruit teachers from Teacher Fellows Program.

Service and program coordination

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

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

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. Balanced Literacy, Balanced Math and Springboard 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.

We utilize America’s Choice and Springboard which is aligned to the Common Core Standards paid for by Title I

Morning, After School, Saturday, Sunday, Mid Winter, Winter and Spring Institute Programs which are paid by Title 1 funds

The Girls Club is provided for girls to discuss issues relevant to today’s adolescent this occurs during and after school.

Budget and resources alignment

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

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

There will be a 10% increase of students making at least 1 year of progress 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.

Comprehensive needs assessment

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

We have 214 students who are in the bottom third. Twenty eight percent of our math students are bottom third. There are 71 sixth graders, 70 seventh graders and 73 eighth graders who fall into this category.

We analyzed acuity assessment, ELA state assessment, weekly assessments, student work and student portfolios. We have an Accelerated Math Morning Program.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

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 2012, student achievement in mathematics will increase by 10% 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 2011-2012 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. As for 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.

Strategies to increase parental involvement

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

Parents will receive training and workshops on ARIS, how to help their child(ren) at home, homework help, community building, effective communication between home and school, computer workshops, Parent workshops with ELA and Math Leads, Common Core Workshops, Students with Disabilities Workshops, ELL Workshops, Language Translation Workshops

Strategies for attracting Highly Qualified Teachers (HQT)

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

The Professional Development Team, Lead Teachers, and UFT Center will provide Professional Development to teachers. The Administrative staff will provide support by providing feedback from mini short frequent observations.

Administrators will contact the DOE to recruit highly effective teachers. Further, we will recruit teachers from Teacher Fellows Program.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing

- programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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

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. Balanced Literacy, Balanced Math and Springboard 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. This will be implemented 9/11 to 6/12.

Morning, After School, Saturday, Sunday, Mid Winter, Winter and Spring Institute Programs which are paid by Title 1 funds

The Girls Club is provided for girls to discuss issues relevant to today's adolescent this occurs during and after school.

Budget and resources alignment

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

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 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, - 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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, our bottom third special education students will improve in English Language Arts as measured by the New York ELA Assessment. There will be a 10% increase of special education students making at least 1 year of progress in English Language Arts. As a result the 10% movement of the bottom third special education students would impact the school's student progress and student performance.

Comprehensive needs assessment

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

We have eighty Special Education students who are in the bottom third in ELA. Thirty students are sixth graders, twenty-two are seventh graders and twenty-eight students are eighth graders. Currently we are sited for our special education population. We are in year one of needs of improvement for our special education students in the area of English Language Arts.

We analyzed acuity assessment, ELA state assessment, weekly assessments, student work and student portfolios.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

We are currently focusing on instructional intervention strategies for special education students. These include the following: Special education students will receive differentiated instruction in all content areas and especially in the area of English Language Arts. We will provide targeted small group instruction for our special education bottom one-third population. Our special education Lead and general education Lead Teacher will push into ELA classes and provide small group instruction. Special education teachers will receive extensive professional development in implementing differentiated common core standard based lessons. Special education teachers will also look at student work collaboratively to strengthen student performance. This will be implemented 9/11 to 6/12. 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.

We will continue to offer the Special Needs Tutorial program to our special education students in the area of ELA. We will also provide lunch and learns, Saturday Academy and vacation academies to our special education students. Our AIS room will allow for the Read 180 Reading Program, computer assisted learning, Great Leaps and individualized instruction to support struggling readers and writers.

Strategies to increase parental involvement

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

Parents will receive training and workshops on ARIS, how to help their child(ren) at home, homework help, community building, effective communication between home and school, computer workshops, Parent workshops with ELA and Math Leads, Common Core Workshops, Students with Disabilities Workshops, ELL Workshops, Language Translation Workshops

Strategies for attracting Highly Qualified Teachers (HQT)

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

The Professional Development Team, Lead Teachers, and UFT Center will provide Professional Development to teachers. The Administrative staff will provide support by providing feedback from mini short frequent observations.

Administrators will contact the DOE to recruit highly effective teachers. Further, we will recruit teachers from Teacher Fellows Program.

Service and program coordination

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

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

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. Balanced Literacy, Balanced Math and Springboard 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. Further, we have a basketball team that practice at 7:00 AM to 8:15 AM in the morning, Monday thru Friday.

We utilize America's Choice and Springboard which is aligned to the Common Core Standards paid for by Title I Morning, After School, Saturday, Sunday, Mid Winter, Winter and Spring Institute Programs which are paid by Title 1 funds

The Girls Club is provided for girls to discuss issues relevant to today's adolescent this occurs during and after school.

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	135	119	135	134	135	20	135	135
7	122	105	122	122	122	20	122	122
8	182	119	182	182	182	20	182	182
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<ul style="list-style-type: none"> • 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. 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. • 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

	<p>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.</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>
<p>Mathematics</p>	<ul style="list-style-type: none"> • Lead Teachers push 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 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. <ul style="list-style-type: none"> • 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.
<p>Science</p>	<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. <ul style="list-style-type: none"> • Computer teacher pushes into classrooms to help special

	<p>education students use the software, Inspiration, to organize science Exit Projects.</p> <ul style="list-style-type: none"> • During school Exit Project tutorial for grade 8 students. • Lunch N Learns • Small Group Instruction
Social Studies	<ul style="list-style-type: none"> • Exit Project Program assists students in completing their exit projects after school. • Lunch N Learns • Small Group Instruction
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	<p>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.</p>
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>

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

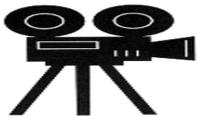
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



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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 No Child Left Behind (NCLB) Act Elementary and Secondary Education Act (ESEA) (participating children) and , agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during school year 2011-2012.

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 and aligning the curriculum to the Common Core Standards. We will provide training and information on ARIS.

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 2011 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: Wednesday, November 16, 2011 at 5:30pm-8:00pm Thursday, November 17, 2011 at 12:30 p.m. to 3:00 p.m.; Tuesday, February 28, 2012 at 12:30 pm-3:00pm; Wednesday, February 29, 2012 at 5:30pm-8:00pm.**
- **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*
Establish Parent teacher contact via email, mobile number, and home number
- **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.
- Parent Workshop with Lead Teachers, Review the Common Core Standards/ CCLS, Review of the NY State ELA and Math Score
- 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 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:	631495		
2. Enter the anticipated 1% set-aside for Parent Involvement:	6314.95		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	31574.75	*	
4. Enter the anticipated 10% set-aside for Professional Development:	63149	*	

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.

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 & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents 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:**
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.

- 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 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 Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each
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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

		Schoolwide Program (R)			(Refer to Galaxy for FY'11 school allocation amounts)	program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	Check (R)	Page #(s)
		Yes	No	N/A				
Title I, Part A (Basic)	Federal	✓			\$530,456			
Title I, Part A (ARRA)	Federal			✓				
Title II, Part A	Federal			✓				
Title III, Part A	Federal	✓			\$11,200			
Title IV	Federal	✓			\$10,331			
IDEA	Federal							
Tax Levy	Local				\$4,457,834			

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.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Bob Cohen	District 18	Borough Brooklyn	School Number 211
School Name John Wilson intermediate School			

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

Principal Buffie Simmons	Assistant Principal Carolyn James
Coach	Coach
ESL Teacher Randi N. Goldman	Guidance Counselor Catherine Letren
Teacher/Subject Area Jose Rios/Math	Parent Dorothy Atkinsin/PTA Pres.
Teacher/Subject Area Pauline Parker-Johnson/Science	Parent Coordinator Guy Williams
Related Service Provider Natasha Manoo/Speech	Other Arrox Desronvil/Teacher SWD
Network Leader Bob Cohen	Other Dorothea Crawford/Test Coord.

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	778	Total Number of ELLs	29	ELLs as share of total student population (%)	3.73%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The total number of students at I.S. 211 in the Canarsie section of Brooklyn is 778 of whom 29 are ELL's. This is approximately 3.73% of the student population. Both the the percentage and number of ELL's is down from last year, as is 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 cumulative file and a copy is kept on file in a secure file cabinet in the room of the ELL specialist. The Pupil Personnel secretary immediately 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, and can serve as a translator. 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, completes the HLIS with the parent and then 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), and an interview with the student. 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 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 formal NYS assessment exam. To ensure the exam is administered to all eligible students, we access these ATS reports; RLER, RMNR, RLBR, RBPS, RPOB and RYOS. The NYSESLAT (New York State English as a Second Language Achievement Test) is administered each spring by the certified ESL teacher, Randi Goldman. Detailed NYSESLAT "Entitled Student" lists are compiled and then are used to cross reference date and exam segment administered to each student, to ensure all students take all 4 parts of the exam. Parents are informed in their native language of the four components of the NYSESLAT, and the test dates. Thus, the certified ESL teacher, Randi Goldman, and the parents, work together to ensure all four components of the NYSESLAT are administered. 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. In the fall, 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. Presently, I.S. 211 offers only ESL classes. If TBE is the Parental Choice, parents are given a list of nearby schools that have these programs.

-Dual Language program that instructs students who are native English speakers with native speakers of another language in content area instruction. All students in Dual Language programs develop their second language in both language groups. I.S. 211 offers only ESL classes. If DL is the Parental Choice, parents are given a list of nearby schools that have these 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

We have never had to inform parents who have previously chosen a TBE/DL program that the program has become available. This is because our parents continue to choose ESL 100% of the time. However, we do review the Parental Choice Surveys (kept on an up to date master list) a few times a year. These surveys are meticulously kept in a locked file cabinet in the room of the ELL specialist. If while reviewing all Parental Choice Surveys, we find that the parents of 15 or more General Education students have requested a Bilingual or Dual Language program, we would gladly offer it to them, as long as 15 of those students speak a common language and are on 2 contiguous grades.

The ESL teacher, Randi Goldman, notifies parents of newly admitted ELL's in writing 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. New this year, we are entering the Parental Choice online @ ELPC.

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. However, we would add Bilingual or Dual Language classes if the parents of 15 or more same language General Education students on 2 contiguous grades, requested it. 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, lead-teachers, 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 General Education 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. These 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 6 years, ALL (100%) of the parents have chosen "ESL Only" on the Parent Selection Forms. This corresponds to approximately ninety-five 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 <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														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	29	Newcomers (ELLs receiving service 0-3 years)	17
SIFE	3	ELLs receiving service 4-6 years	7
		Special Education	13
		Long-Term (completed 6 years)	5

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. [i](#)

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	17	2	5	7	1	6	5	1	2	29
Total	17	2	5	7	1	6	5	1	2	29

Number of ELLs in a TBE program who are in alternate placement: 4

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4		2					6
Chinese								1						1
Russian														0
Bengali														0
Urdu														0
Arabic							2		2					4
Haitian							5	5	4					14
French							1		3					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												0		0
TOTAL	0	0	0	0	0	0	12	6	11	0	0	0	0	29

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 29 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. SWD 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. Students With Disabilities 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, however, native language support for the content areas are given through the use of bilingual glossaries, bilingual picture glossaries, and when needed, the assistance of our multi-lingual staff. The ESL teacher, Randi Goldman, provides content area support for ELL's by using bilingual glossaries and bilingual picture glossaries, OPD for the Content Areas, SIOP books, re-presenting content area lessons in small pull-out groups, and pushing in to content area classes.

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. Classes travel together, except for related services. Students are placed homogeneously. Grade 6 students have the same teacher for the Core Content Blocks ELA/Social Studies and Math/Science. 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 Boards. 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 re-presentation 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.

A. Programming and Scheduling Information

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. This year we are continuing with 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. Students who are advanced/accelerated in ELA are invited to participate in a daily, early morning, enrichment program.

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. Advanced/accelerated Grade 8 students are invited to participate in an A.M. Integrated Algebra Regents Course. This year, 2 of our ELL's are part of this elite group.

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.

ELL's are formally evaluated in their native language, only if after intervention, they are recommended to SBST, and it has been determined that this is necessary for the child's academic success. Otherwise, native language evaluations are done informally by one of our multi-lingual staff members with the ESL teacher present.

SIFE are offered a variety of supplementary services in addition to ESL and 37.5 minutes. These include: AIS, Read 180, Wilson, Great Leaps, 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, grouping according to their learning styles, cultural backgrounds and educational experiences, 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. Teachers are encouraged to pair newcomers with more advanced students who speak their language. Students who "mentor" receive Archon credit. All ELL's are expected to meet the same high standards as the rest of the I.S. 211 population.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

A. Programming and Scheduling Information

materials support ESL instruction. The use of native language picture dictionaries is encouraged

B. Programming and Scheduling Information--Continued

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

All targeted intervention programs are in English only and are open to all ELL's. Students are placed in these programs if they scored a 1-2 on the previous year's NYS ELA and/or NYS Math exams, students who are failing content area courses, students who have been recommended to SBST for testing, and SIFE. Programs outside of the regular school day include: Champs Club, Saturday Preparatory Academy, and Christmas/New Years, February and Spring Vacation academic programs. In addition, all our ELL's are invited to participate in the following after school programs; Title III, Champs, and in its' second year, the cultural arts "21st Century" program. SWD's are encouraged to participate in our one hour after school program Mon.-Thurs. In all of these programs, children receive instructional strategies that will ensure their success in ELA, Math, Science and Social Studies and give them academic confidence. Use of the native language is not regularly used in intervention programs. However, the assistance of our multi-lingual staff is always available, as are native language dictionaries, bilingual glossaries, and bilingual picture dictionaries. When feasible, students are placed in an intervention program with a teacher and/or paraprofessional who speaks their native language.

Targeted intervention for ELA includes: Read 180, AIS, 37.5 minutes, Wilson Reading Program, Great Leaps, one-to-one instruction during conferencing, Lunch'n'Learns, pull-out instruction and push-in by lead teachers, resource room teacher and ELL specialist. 90 minute time 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. Students get additional help during 37.5 minutes, Lunch'n'Learns, pull-out instruction, and push-in by lead teachers, resource room teacher, and ELL specialist. 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 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.

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A Programming and Scheduling Information

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Courses Taught in Languages Other than English

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

Math:

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.

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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 for all content area teachers, speech therapists, occupational/physical therapist, school psychologist, social worker, parent coordinator and pupil personnel secretary. However, we offer PD for ELL's to the entire school community. The staff shares understandings about language and literacy development, and has opportunities for exploring the teaching and learning issues implicit in second language development. In addition to assisting the pedagogues, these strategies help all the support staff to better communicate with both parents and students.

Teachers and paraprofessionals working in the Cultural Arts Academy and the entire I.S. 211 community, 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.

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Articulation between the ESL teacher and the mainstream teachers is ongoing throughout the school year so that the ESL program is congruent with subject area instructional programs. There is continuous communication with guidance counselors, social worker, school psychologist, SBST, Family Worker, SAPIS Counselor, Parent Coordinator, school secretaries, and the administration and teachers of Champions Club.

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

E. Parental Involvement

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

Parents of newly admitted ELL's are asked to view a video in their native language. The video explains the 3 parental choice programs (explained earlier). In addition to viewing the video, they are given information in print about the various English Language programs they can choose for their child. These include ESL only, Transitional Bilingual Education, and Dual Language Programs.

Parents are encouraged to attend all school meetings, open school nights, and educational workshops. All formal letters from the DOE, District 18 and I.S. 211 are disseminated in the languages spoken in the home. Our Parent Coordinator, Outreach Coordinator and Family Assistant make certain parents are informed and involved in school events via telephone, outreach, e-mail, notices and the use of the internet (HIP.) We try to assess the needs of each individual family and make them aware of community programs and services available to them. Whenever possible, information is disseminated in the native tongue, as well as English. We respect the diversity of our immigrant parents and encourage them to share the wealth of knowledge and skills they have brought to this country. We believe that the parents/guardians of the ELL's are an integral part of their child's education. With the assistance of the Parent Coordinator, staff, and special programs, parents are encouraged to actively participate in their child's education community. When planning monthly meetings for our parents, we try to determine what draws them to meetings and address their needs in our agenda. Our English Language Arts and Math Lead Teachers will address our parents, as well as our Parent Coordinator and Guidance Counselors. Interpreters will be present in order to assist parents in comprehending the subject matter and to help answer specific questions and concerns.

Presently, we are partnered with 21st Century, which is geared towards students in the Cultural Arts Academy. We are in contact with BETAC and ABETAC when necessary, and utilize the services of these agencies. We continue to inform the parents about adult ESL classes at a nearby school, cultural programs available to both them and their children, and local sports programs for their children.

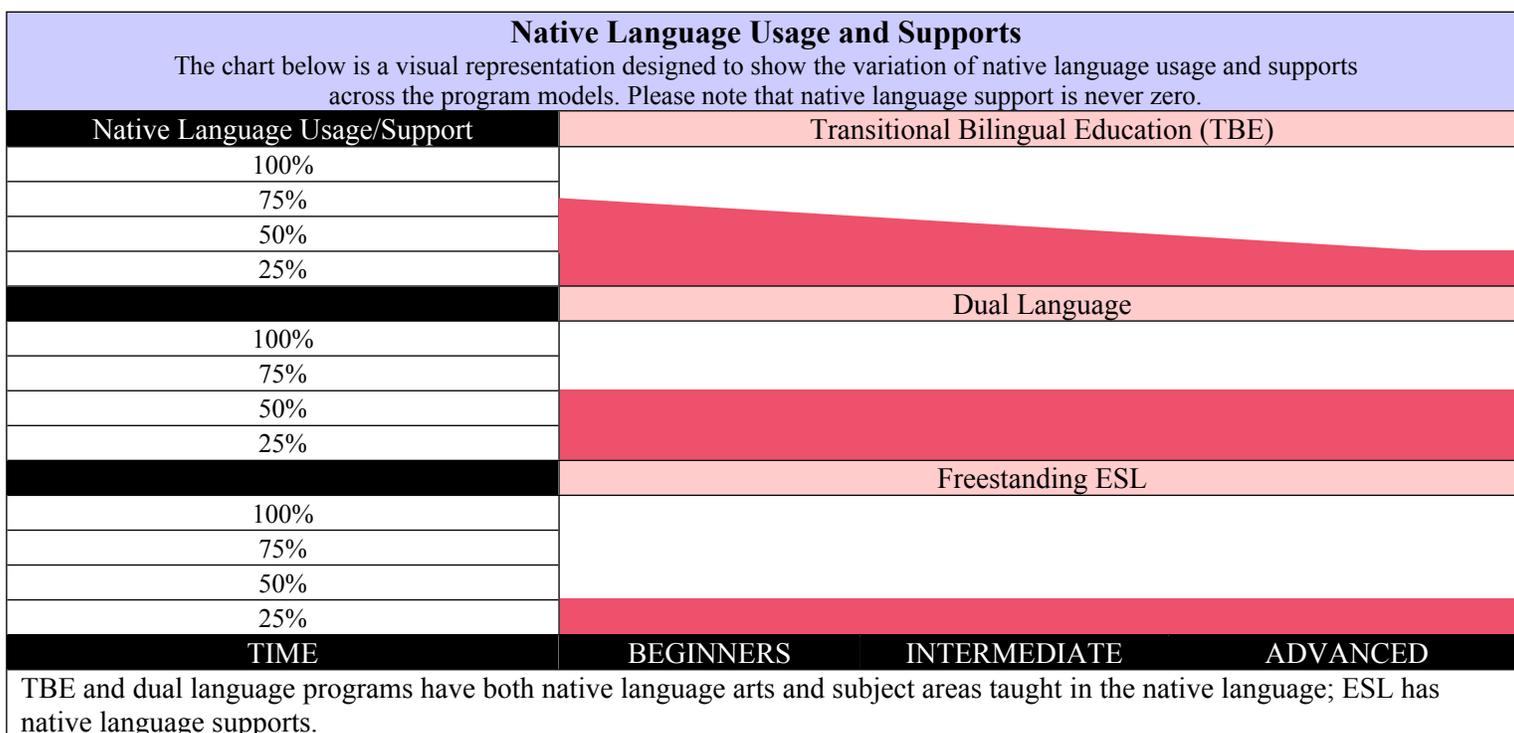
Evaluating parental need is based upon our acute ear for listening to their concerns, wishes and desires. For example, this year, a student who had just come from Haiti was acting out in class. Many of his behaviors were of concern. The ESL teacher met with the Social Worker and with the Psychologist. A tri-lingual teacher who taught the student, volunteered his time to call the mom and sit in on meetings as a translator. The mom stated that he behaved similarly in Haiti. She asked for help. It took a few months, but our team found free bilingual counseling services a bus ride away. Mom and son attend sessions a few times a week. There has been a marked difference in the student's behavior. He has matured and speaks/comprehends English way above expectations. After the earthquake in Haiti on January 12, 2010, we got 9 students. All but one, came to live in the U.S. without a parent. Many were living with family members they had never met. We helped the newly designated guardians of these students get medical, dental and other necessary care. We had an ongoing "bereavement" group for all students, staff and parents of Haitian descent. One of our paraprofessional was part of the group, and served as a translator. Our RIS came by on numerous occasions to assist us.

The ESL teacher also offers meetings to only parents of ELL's during the school year. These include a Parent Welcome Tea and Orientation in September; a Meet the Staff night with translators in late September; All About After School Programs and Extracurricular Activities in early October; Interpreting Your Child's Report Card/ coinciding with Open School Night and Afternoon in November and February; our Annual International Feast in December; various meetings about Standardized Testing and accommodations afforded ELL's and former ELL's, and a Hello to Summer meeting aimed at informing parents of programs available to their children throughout the city.

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
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B. Programming and Scheduling Information--Continued

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

All targeted intervention programs are in English only and are open to all ELL's. Students are placed in these programs if they scored a 1-2 on the previous year's NYS ELA and/or NYS Math exams, students who are failing content area courses, students who have been recommended to SBST for testing, and SIFE. Programs outside of the regular school day include: Champs Club, Saturday Preparatory Academy, and Christmas/New Years, February and Spring Vacation academic programs. In addition, all our ELL's are invited to participate in the following after school programs; Title III, Champs, and in its' second year, the cultural arts "21st Century" program. SWD's are encouraged to participate in our one hour after school program Mon.-Thurs. In all of these programs, children receive instructional strategies that will ensure their success in ELA, Math, Science and Social Studies and give them academic confidence. Use of the native language is not regularly used in intervention programs. However, the assistance of our multi-lingual staff is always available, as are native language dictionaries, bilingual glossaries, and bilingual picture dictionaries. When feasible, students are placed in an intervention program with a teacher and/or paraprofessional who speaks their native language.

Targeted intervention for ELA includes: Read 180, AIS, 37.5 minutes, Wilson Reading Program, Great Leaps, one-to-one instruction during conferencing, Lunch'n'Learns, pull-out instruction and push-in by lead teachers, resource room teacher and ELL specialist. 90

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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. Students get additional help during 37.5 minutes, Lunch'n'Learns, pull-out instruction, and push-in by lead teachers, resource room teacher, and ELL specialist. 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 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.

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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 for all content area teachers, speech therapists, occupational/physical therapist, school psychologist, social worker, parent coordinator and pupil personnel secretary. However, we offer PD for ELL's to the entire school community. The staff shares understandings about language and literacy development, and has opportunities for exploring the teaching and learning issues implicit in second language development. In addition to assisting the pedagogues, these strategies help all the support staff to better communicate with both parents and students.

Teachers and paraprofessionals working in the Cultural Arts Academy and the entire I.S. 211 community, 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.

Housing our ELL's in the Cultural Arts Academy, has afforded us the opportunity of continuous PD with most of the same pedagogues year after year. Both our District 18 ESL Specialist and Empowerment RIS will emphasize scaffolding techniques during PD workshops in all content areas. 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 Lead Teachers will give PD from America's Choice in ELA, Math, Science and Social Studies. This includes the use of the DRA, running records, conferencing and other assessment tools. The ESL teacher engages the staff in 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.

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Articulation between the ESL teacher and the mainstream teachers is ongoing throughout the school year so that the ESL program is congruent with subject area instructional programs. There is continuous communication with guidance counselors, social worker, school psychologist, SBST, Family Worker, SAPIS Counselor, Parent Coordinator, school secretaries, and the administration and teachers of Champions Club.

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E. Parental Involvement

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

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Parents are encouraged to attend all school meetings, open school nights, and educational workshops. All formal letters from the DOE, District 18 and I.S. 211 are disseminated in the languages spoken in the home. Our Parent Coordinator, Outreach Coordinator and Family Assistant make certain parents are informed and involved in school events via telephone, outreach, e-mail, notices and the use of the internet (HIP.) We try to assess the needs of each individual family and make them aware of community programs and services available to them. Whenever possible, information is disseminated in the native tongue, as well as English. We respect the diversity of our immigrant parents and encourage them to share the wealth of knowledge and skills they have brought to this country. We believe that the parents/guardians of the ELL's are an integral part of their child's education. With the assistance of the Parent Coordinator, staff, and special programs, parents are encouraged to actively participate in their child's education community. When planning monthly meetings for our parents, we try to determine what draws them to meetings and address their needs in our agenda. Our English Language Arts and Math Lead Teachers will address our parents, as well as our Parent Coordinator and Guidance Counselors. Interpreters will be present in order to assist parents in comprehending the subject matter and to help answer specific questions and concerns.

Presently, we are partnered with 21st Century, which is geared towards students in the Cultural Arts Academy. We are in contact with BETAC and ABETAC when necessary, and utilize the services of these agencies. We continue to inform the parents about adult ESL classes at a nearby school, cultural programs available to both them and their children, and local sports programs for their children.

Evaluating parental need is based upon our acute ear for listening to their concerns, wishes and desires. For example, this year, a student who had just come from Haiti was acting out in class. Many of his behaviors were of concern. The ESL teacher met with the Social Worker and with the Psychologist. A tri-lingual teacher who taught the student, volunteered his time to call the mom and sit in on meetings as a translator. The mom stated that he behaved similarly in Haiti. She asked for help. It took a few months, but our team found free bilingual counseling services a bus ride away. Mom and son attend sessions a few times a week. There has been a marked difference in the student's behavior. He has matured and speaks/comprehends English way above expectations. After the earthquake in Haiti on January 12, 2010, we got 9 students. All but one, came to live in the U.S. without a parent. Many were living with family members they had never met. We helped the newly designated guardians of these students get medical, dental and other necessary care. We had an ongoing "bereavement" group for all students, staff and parents of Haitian descent. One of our paraprofessional was part of the group, and served as a translator. Our RIS came by on numerous occasions to assist us.

The ESL teacher also offers meetings to only parents of ELL's during the school year. These include a Parent Welcome Tea and Orientation in September; a Meet the Staff night with translators in late September; All About After School Programs and Extracurricular Activities in early October; Interpreting Your Child's Report Card/ coinciding with Open School Night and Afternoon in November and February; our Annual International Feast in December; various meetings about Standardized Testing and accommodations afforded ELL's and former ELL's, and a Hello to Summer meeting aimed at informing parents of programs available to their children throughout the city.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								2	4					6
Intermediate(I)							1	4	5					10
Advanced (A)							4	4	2					10
Total	0	0	0	0	0	0	5	10	11	0	0	0	0	26

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	4			8
7	5	3			8
8	8	6	1		15
NYSAA Bilingual Spe Ed				2	2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		3		4				9
7	6		5		2				13
8	2		6	1	6		2		17
NYSAA Bilingual Spe Ed	0						2		2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4		6	1	4				15
NYSAA Bilingual Spe Ed									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

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.

Amongst the 7 eighth graders who scored at the Proficient level on the NYSESLAT, there were 3 young ladies who came from Haiti after the earthquake. They started school in Feb.-March, 2010 and were all placed in the seventh grade. All left their parents behind and came to live with relatives, 2 of the 3 had never met their host families. 2 of these students scored a 4, and 1 scored a very high 3, on the English version of the Grade 8 NYS Math exam. This was the first year these 3 students took the NYS ELA. 1 scored a 3 and 2 scored a 2. All 3 tested out of ESL on the NYSESLAT despite being in our school system for a little over 1 year. 2 seventh grade young ladies scored at the Advanced level on the NYSESLAT. One began school in NYC in September, 2010 and the other one in late November, 2010. They came to live with fathers' they hardly knew and step-mothers. The NYS Math exam was the first formal NYS exam they had ever taken. 1 student scored a mid-3 and the other scored a high 2. Both were exempt from the NYS ELA. These 5 young ladies arrived in our school unable to comprehend or speak 1 single word in English. Their extraordinary success can be attributed to many factors, especially being highly literate in French, excellent work/study habits, and the importance of education that their family has taught them. ESL strategists believe the more literate a student is in their native language, the stronger and more expedient their transition to academic English proficiency.

Part VI: LAP Assurances

School Name: <u>I.S. 211</u>		School DBN: <u>18K211</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Buffie Simmons	Principal		10/11/11
Carolyn James	Assistant Principal		10/11/11
Guy Williams	Parent Coordinator		10/11/11
Randi Goldman	ESL Teacher		10/11/11
Dorothy Atknsn/PTA Pres.	Parent		10/11/01
Jose Rios/Math	Teacher/Subject Area		10/11/11
Pauline Parker-Johnson/Sci	Teacher/Subject Area		10/11/11
	Coach		
	Coach		
Catherine Letren	Guidance Counselor		10/11/11
Bob Cohen	Network Leader		10/11/11
Arrox Desronvil	Other <u>Teacher/SWD</u>		10/11/11
Natasha Manoo	Other <u>Speech Therapist</u>		10/11/11
Dorothea Crawford	Other <u>Test Coordinator</u>		10/11/11

School Name: I.S. 211

School DBN: 18K211

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 **Network:** CFN HOT 104

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 were 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 has been able to provide one from amongst our diverse, multilingual 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, including RPOB. The Parent Surveys are reviewed periodically to identify the language of parental choice for school notifications.

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 eight most common primary languages, other than English, that are spoken by persons living in New York City, as identified by the Department of Education. All of the Arabic speaking students are from Yemen and live with an English literate father. Their mom's are not as proficient in speaking English. Our Egyptian, Arabic speaking female paraprofessional translates for them. They have her cell number and

call her with any/all concerns. Our Chinese speaking students also live with dads' who are literate in English. On one occasion, we needed to speak with a Chinese speaking mom, and our Chinese speaking paraprofessional translated for her. Five of our French speaking students came to live with parents/family after the earthquake in Haiti. Their families lived and worked in New York for many years before their arrival, many of them were even schooled here. There is one set of twins who arrived in 2008, and live with family who speak English. About 30 of our Haitian Creole speaking students received some of their schooling in Haiti. All of our Haitian Creole speaking students and parents, live with English literate family. When they need translations and/or interpretations, we are blessed with many staff members who assist us. We have 3 paraprofessionals and 8 teachers who speak Haitian Creole, all but 2 of them also speak French. Our 15 native Spanish speakers all live with an English speaking family member. When the non-English speaking parent needs assistance, we have paraprofessionals and school aides who assist us with translating.

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 eight 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.

Throughout the school year parents will be informed in their native language of their rights to Translation and Interpretation Services. Parents will receive translated versions of critical information regarding their child's education, including registration materials; standards and performance; conduct, safety and discipline; lunch forms, special education and related services, and all new documents, as well. We are blessed with a multi-lingual staff who speak all the languages of our students and parents. Thus, we are able to provide in-house interpretation at group and one-to-one meetings.

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 has unfortunately been the case in the past few years, we will disseminate crucial medical information in the languages spoken in the home and English as per RPOB. Our Parent Coordinator and Lead Teachers will translate notices about parent meetings, student progress and all other written materials that may be needed, so that all parents can be well informed about their child and his/her education. Our Parent Coordinator has received EPIC training. He is constantly in touch with parents via e-mail. He sends out notices about grades, meetings, upcoming events, etc. Presently, 80% of the ELL families are on his e-mail list. All these parents have computer access, e-mail addresses, and the ability to translate e-mail communications on their

computers, in to the language of their choice.

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.

The language preference of adult family members is determined when they register their child. This is determined by the school secretary, the ESL teacher, the Parent Coordinator, and at times, the Principal and/or Assistant Principal. When parents enter the school, there are signs hanging at the sign-in desk in the covered languages, indicating we have translators available to them in their home language. It always brings a smile to their face. We are most fortunate to have teachers, paraprofessionals, and school aides who are multi-lingual and cover all the Home Languages of our parents. They attend group meetings, such as PA meetings, Parent-Teacher Conference nights and afternoons, meetings specifically for parents of ELL's, and special school functions. They are also available to assist in making phone calls and attend individual parent meetings, as needed. An appropriate bilingual staff member is always made available to translate at meetings with a guidance counselor and/or CSE. When necessary, we also have the option of calling the DOE Translation services for immediate oral translation (conversational) to a parent or guardian. Bilingual glossaries are available to students, parents and staff throughout the school.

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>.

As per the new Chancellors Regulations A-663 regarding parental notification requirements for translation and interpretation services, I.S. 211 has signs in the lobby, welcoming parents in the 5 covered languages (Haitian Creole, French, Spanish, Arabic and Chinese) of our parents. So, too, upon entering our school, parents are informed in their native language, that translation and interpretation services are available. Rest room signage will also be in the languages of our parents. Bilingual glossaries for DOE terminology are always available in the main office. In addition, we will inform parents whose primary language is a covered language and who require language assistance services, with notification of the Bill of Parents Rights and Responsibilities, and instructions on how to obtain such services from the Department of Translation and

Interpretation Services website. Parents will be notified of the School Safety Plan in their native language and informed on how they can reach a person who speaks their language in case of an emergency. All letters to parents about placement in ESL are in translated versions. When conferences regarding academic programs, transfers and discharges are needed, translations and interpretations are available in house. Parents are always welcome to bring an adult family member and/or adult friend to interpret for them.



Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: William Manekas

Borough: Brooklyn District: 18 School Number: 211 School Name: John Wilson

Cluster Leader: Corinne Rello-Anselmi Network Leader: Bob Cohen Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="radio"/> Yes	<input type="radio"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="radio"/> Yes	<input type="radio"/> No Comments:
Parent Activities	<input checked="" type="radio"/> Yes	<input type="radio"/> No Comments:
Budget	<input type="radio"/> Yes <input checked="" type="radio"/> NA (Title I SWP)	<input type="radio"/> No <input type="radio"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="radio"/> No <input type="radio"/> Date: 1/11/12 Senior ELL CPS: William Manekas		
Additional Comments:		