



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: COMMUNITY SCHOOL 211- THE BILINGUAL SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X211

PRINCIPAL: BETTY GONZALEZ-SOTO EMAIL: BSOTO5@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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
Betty Gonzalez-Soto	*Principal or Designee	
Theresa Massaro	*UFT Chapter Leader or Designee	
Francheska Morales	*PA/PTA President or Designated Co-President	
Irsa Morales	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	
Neida Guzman-Ettricks	SLT Chairperson, Sp. Ed. Teacher	
Andrew Villafañe	SLT Co-Chairperson, UFT Member, PE Teacher	
Lillian Santiago	UFT Member, Special Education Bilingual Teacher	
Selinet Camacho	Title I Representative, PTA	
Olga Del Valle	Parent Member 1 st -7 th grade students	
Brenda Ramos	PTA Secretary, Parent Member ELL 4 th & 6 th grade students	
Josie Ruiz	Parent Member , K grade student	
Magdalena Adorno	Parent Member, ELL 7 th grade student	

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

Subject/Area (where relevant): English Language Arts (*Reading, writing, and accountable conversations*)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Increase the reading achievement levels of all students in CS 211. All students will improve their ability to read and write informational texts. By May 2012, students in grades 1-8 will read independently a minimum of 25 books on their grade level, as measured by a reading response log.

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.
- Currently 26.2% of the students measured at proficiency on the Progress Report. Our goal is to increase by up to 5% the number of students performing at proficiency level on the 2012 NYS ELA, thus raising that number to 31.2%.
- 75% of students move up at least one level on a common grade-level rubric focused on writing opinions and arguments in response to informational texts (pre to post assessment).
- Also, the number of students performing at Level 1 will decrease by up to 5%.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - c) staff and other resources used to implement these strategies/activities,
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) timeline for implementation.
- Comprehensive literacy instruction, aligned with NY State and City standards, will provide opportunities for students to improve their reading and writing abilities through shared reading, guided reading, independent reading, read aloud, author studies, genre studies, writer's workshop, journal writing and the use of technology. Students will be placed in flexible groups according to their instructional level.
 - Theme-based instruction will be aligned with NYS State and City standards. As part of our comprehensive program for the provision of Academic Intervention Services, our after-school programs will be aligned with the regular school day program. Learning experiences will engage students in speaking, listening, questioning, reading, writing and accountable conversations.

Home/school sharing of ideas, strategies and materials will allow for reinforcement of concepts learned in school. The AP and Grade Leaders will work out alignment issues. The ELA teachers will collaborate on theme-based instruction. The Parent Coordinator and the Parents' Association President will provide alternatives for parents of all students to participate in academic programs that meet their educational needs. Attendance will continue to be monitored to assure participation of identified at-risk students. Students will utilize technology resources for research and projects.

- Inquiry Teams to look at ELA data to identify skills needed for bilingual and special needs students.
- All teachers will have the opportunity to attend TC Calendar day(s) at Teachers College.
- Administrator will attend Principal Calendar Days at Teachers College in order to provide further support to staff.
- Coaches will provide on-site support in curriculum mapping which will be aligned to the ELA core curriculum.
- Funding for the ordering of informational texts across the grades and for the library will be set aside.
- Teachers will develop collaborative lessons that incorporate the skills necessary to read and write informational texts.
- Teachers will meet weekly on grade/department teams to assess student work and plan lessons to support students, including ELLs and students with IEPs.
- Teachers will develop a rubric to assess student arguments
- Timeline for implementation: Pre-Test in September; Periodic Assessments Fall and Winter; ITA during Fall and Winter. Mid-Terms Exams (January); Simulation Test (March); State Test (Spring); Final Exams (June)
- In grades 3-8, number of students scoring at or above Level 3 on the NYC ACUITY Assessments will increase up to 5% in each grade.
- In grades K-3, students will be assessed once every 3 weeks to monitor their academic progress.
- Evidence of growth in reading – fluency, stamina, vocabulary, range of genre, quality of reader response - as measured by ongoing teacher assessment throughout school year. Evidence of growth in writing – length of piece, skilled use of language conventions, variety in genre, increasing independence as a writer, achievement of personal writing goals - as measured by a quarterly student portfolios review throughout school year.
- Adjusting and modifying the English Language Arts Action Plan as needed.

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.
1. C.S. 211 will take the following actions to involve parents in the process of school reviews and improvement under section 116 of the ESEA:
- 50% of the School Leadership Team will be comprised of parents. Parents will be informed of this opportunity on an ongoing basis.
 - Quarterly principal meetings will be held with the PTA Executive Board throughout the year.
 - The Parent Coordinator will conduct workshops throughout the year informing parents of the curriculum, promotional policies, standards, school related data, Public School.

- The Parent Coordinator in conjunction with the PTA will survey the parent population annually in order to generate Learning Leaders who become an integral support to classroom instruction.
- The Parent Coordinator and administration will distribute and articulate the school report card to all parents annually.

2. C.S. 211 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

A series of workshops will be provided for parents throughout the school year to address techniques and strategies beneficial to parents when analyzing school performance (computer training, ESL, Spanish as a Second Language, IEP, health, curriculum mapping, test sophistication, etc.)

- Parents are informed of and part of the planning through their participation in important committees of Academic Intervention Services available at our learning community.
- The Parent Coordinator will serve as a parent representative on the school's Professional Learning Team, Design Team and Pupil Personnel Committee to turnkey information to the parents.
- Parents will be members of the School Leadership Team where students' academic achievement in school performance are reflected up throughout the year.
- Parents will participate in a series of Adult Education Classes to improve their skills in English and in Technology, as well as anti-bullying and other parent workshops.

3. C.S. 211 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Pre-Kindergarten Universal Program, Teachers College, by encouraging parents to become instructional volunteers through the Learning Leaders Program offering support in curriculum initiatives.

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.
- CS 211 provides instruction by highly qualified teachers.
- One hundred percent (100%) of the teachers are fully licensed and permanently assigned to the school. Sixty-five percent (65%) of CS211 teachers have more than two years of teaching experience in the school. Fifty percent (50%) of the teachers have more than five years of teaching experience. Sixty-three percent (63%) of our teachers have achieved a Masters Degree or higher.
- Our learning community at CS211 affords highly qualified teachers the opportunity to participate in various stimulating and challenging professional development activities. This is made possible by the flexibility of our funds and the coordinated efforts of our experienced administration, literacy and math coaches, AIS teachers, and other talented educators. This is complemented by our positive school climate, unified staff, strong parental involvement efforts, and our school wide discipline code.

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.
- Offer workshops in specific academic topics (i.e. ELA/literacy, Math, Health, etc.) aligned with curriculum maps and related assessments.
- Offer workshops in other areas of interest and concern for parents: use of standards and rubrics, the Special Education Continuum, nutrition (through Cornell University), HIV/AIDS awareness, transition to Middle School, safety, managing finances and using a budget, communication with adolescents, accessing community and online resources, graffiti and gang awareness, domestic violence, cancer awareness and screening, and others.
- Classes for parents in ESL, computers, and arts and crafts.
- Participation in conferences (ELL, UFT, others), a book club, trips, luncheons, and celebrations.

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.
- For 2011-2012, the school has budgeted for 3 staff developers from Teachers College. One coach will work in grades K, 1,2, the second will work in grades 3, 4, and 5 and the third will work in grades 6, 7, and 8.

Resources: Principal, Assistant Principals, ESL/Bilingual Coordinator(A.P.), ELA/ESL Teachers, ESL Teacher, other instructional providers, Testing Coordinator, Literacy Coach

Funding: Tax Levy, Title III, ELL Program Grant Summer 2012

- Learning experiences will engage students in speaking, listening, reading, writing and accountable conversations about math, and problem-solving strategies. Home/school sharing of ideas, strategies and materials will allow for reinforcement of concepts learned in school. Math Coach/AP will provide professional development and instructional support. The Parent Coordinator and the Parents' Association President will provide alternatives for parents of all students to participate in academic programs that meet their educational needs.
- SBO has been agreed upon teachers have an additional 37 1/2 minutes to meet in Inquiry Teams. Inquiry Team(s) to look at Math data to identify skills needed for bilingual and special needs students
- Students will utilize technology resources for research and projects. AIS will be provided for those students who have been identified in need of additional math instruction during 37 ½ minutes. Math student portfolios will be maintained by teachers.
- Goals for students will be created by teachers and/or by students with teacher support. Attendance will be monitored to assure participation of identified at-risk students
- Timeline for implementation: Pre-Test in September; Periodic Assessments Fall and Winter; ITA during Fall and Winter. Mid-Terms Exams (January); Simulation Test (March); State Test (Spring); Final Exams (June)
- In grades 3-8, number of students scoring at or above Level 3 on the NYC ACUITY Assessments will increase up to 5% in each grade.
- In all grades, students will be assessed using Mathematics Achievement Predictor, unit tests and teacher-created tests to monitor their academic progress.
- Evidence of growth in math comprehension as measured by ongoing teacher assessment throughout school year. Evidence of growth in problem-solving ability as measured by ongoing teacher assessment and student math journals throughout school year.
- Increase in the percentage of 8th grade students achieving a passing grade on the June 2012 Integrated Algebra Regents test.
- Adjusting and modifying the Math Action Plan as needed.

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.
1. C.S. 211 will take the following actions to involve parents in the process of school reviews and improvement under section 116 of the ESEA:
 - 50% of the School Leadership Team will be comprised of parents. Parents will be informed of this opportunity on an ongoing basis.
 - Quarterly principal meetings will be held with the PTA Executive Board throughout the year.
 - The Parent Coordinator will conduct workshops throughout the year informing parents of the curriculum, promotional policies, standards, school related data, Public School.
 - The Parent Coordinator in conjunction with the PTA will survey the parent population annually in order to generate Learning Leaders who become an integral support to classroom instruction.
 - The Parent Coordinator and administration will distribute and articulate the school report card to all parents annually.

2. C.S. 211 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

A series of workshops will be provided for parents throughout the school year to address techniques and strategies beneficial to parents when analyzing school performance (computer training, ESL, Spanish as a Second Language, IEP, health, curriculum mapping, test sophistication, etc.)

- Parents are informed of and part of the planning through their participation in important committees of Academic Intervention Services available at our learning community.
- The Parent Coordinator will serve as a parent representative on the school's Professional Learning Team, Design Team and Pupil Personnel Committee to turnkey information to the parents.
- Parents will be members of the School Leadership Team where students' academic achievement in school performance are reflected up throughout the year.
- Parents will participate in a series of Adult Education Classes to improve their skills in English and in Technology, as well as anti-bullying and other parent workshops.

3. C.S. 211 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Pre-Kindergarten Universal Program, Teachers College, by encouraging parents to become instructional volunteers through the Learning Leaders Program offering support in curriculum initiatives.

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.
- CS 211 provides instruction by highly qualified teachers.
- One hundred percent (100%) of the teachers are fully licensed and permanently assigned to the school. Sixty-five percent (65%) of CS211 teachers have more than two years of teaching experience in the school. Fifty percent (50%) of the teachers have more than five years of teaching experience. Sixty-three percent (63%) of our teachers have achieved a Masters Degree or higher.
- Our learning community at CS211 affords highly qualified teachers the opportunity to participate in various stimulating and challenging professional development activities. This is made possible by the flexibility of our funds and the coordinated efforts of our experienced administration, literacy and math coaches, AIS teachers, and other talented educators. This is complemented by our positive school climate, unified staff, strong parental involvement efforts, and our school wide discipline code.

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.
- Offer workshops in specific academic topics (i.e. ELA/literacy, Math, Health, etc.) aligned with curriculum maps and related assessments.
- Offer workshops in other areas of interest and concern for parents: use of standards and rubrics, the Special Education Continuum, nutrition (through Cornell University), HIV/AIDS awareness, transition to Middle School, safety, managing finances and using a budget, communication

with adolescents, accessing community and online resources, graffiti and gang awareness, domestic violence, cancer awareness and screening, and others.

- Classes for parents in ESL, computers, and arts and crafts.
 - Participation in conferences (ELL, UFT, others), a book club, trips, luncheons, and celebrations.
 - Pre-Test in September; Periodic Assessments Fall and Winter; ITA during Fall and Winter.
 - Mid-Terms Exams (January); Simulation Test (March); State Test (Spring); Final Exams (June)
 - In grades 3-8, number of students scoring at or above Level 3 on the NYC ACUITY Assessments will increase up to 5% in each grade.
 - In all grades, students will be assessed using Mathematics Achievement Predictor, unit tests and teacher-created tests to monitor their academic progress.
 - Evidence of growth in math comprehension as measured by ongoing teacher assessment throughout school year.
 - Evidence of growth in problem-solving ability as measured by ongoing teacher assessment and student math journals throughout school year.
- Increase in the percentage of 8th grade students achieving a passing grade on the June 2012 Integrated Algebra Regents test.

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.

Resources: Principal, Assistant Principals, Classroom Teachers, Math Coach, Cluster Teachers, AIS Teachers, other instructional providers, and instructional materials

Funding Sources: Tax Levy, Title I, Title III, PCEN

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 :Teacher Effectiveness

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Teacher Effectiveness: To improve teacher effectiveness by developing a shared understanding of instructional excellence.

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.
- Administrators will conduct six (6) formative observations (2 formal and 4 informal) for each teacher using selected components of a research-based rubric to provide meaningful and timely feedback. A research-based rubric will be used for developing all teachers.
- NYC Learning School Survey results will show that 8.0% of teachers agree that school leaders give them regular feedback about their teaching (up from 6.5% last year).

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.
- As part of the NYC DOE Talent Management Pilot Project, administrators will work with a designated coach to use a research-based rubric for developing all teachers.
- Professional Development will be provided to all staff on the Frameworks of Teaching and the work of Charlotte Danielson.
- ARIS Learn will be utilized by administrators and teachers where applicable to support understanding of the Framework for Teaching. This will be done at Inquiry Team meetings, grade/department meetings, cabinet meetings, School Leadership Team meetings as well as Faculty Conferences.
- Scheduling will include common periods for professional learning and discourse.
- Timeline for implementation: Informal observations (September, October, February, March); Formal Observations (November-December, April-May); Mid Year Conversations/Evaluations (January-February); End of Year Evaluations (May- June)
Administrators will provide verbal and/or written feedback to the teachers after each observation.

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.
1. C.S. 211 will take the following actions to involve parents in the process of school reviews and improvement under section 116 of the ESEA:
 - 50% of the School Leadership Team will be comprised of parents. Parents will be informed of this opportunity on an ongoing basis.
 - Quarterly principal meetings will be held with the PTA Executive Board throughout the year.
 - The Parent Coordinator will conduct workshops throughout the year informing parents of the curriculum, promotional policies, standards, school related data, Public School.
 - The Parent Coordinator in conjunction with the PTA will survey the parent population annually in order to generate Learning Leaders who become an integral support to classroom instruction.
 - The Parent Coordinator and administration will distribute and articulate the school report card to all parents annually.
 2. C.S. 211 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

A series of workshops will be provided for parents throughout the school year to address techniques and strategies beneficial to parents when analyzing school performance (computer training, ESL, Spanish as a Second Language, IEP, health, curriculum mapping, test sophistication, etc.)

 - Parents are informed of and part of the planning through their participation in important committees of Academic Intervention Services available at our learning community.
 - The Parent Coordinator will serve as a parent representative on the school's Professional Learning Team, Design Team and Pupil Personnel Committee to turnkey information to the parents.
 - Parents will be members of the School Leadership Team where students' academic achievement in school performance are reflected up throughout the year.
 - Parents will participate in a series of Adult Education Classes to improve their skills in English and in Technology, as well as anti-bullying and other parent workshops.
 3. C.S. 211 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Pre-Kindergarten Universal Program, Teachers College, by encouraging parents to become instructional volunteers through the Learning Leaders Program offering support in curriculum initiatives

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.

- CS 211 provides instruction by highly qualified teachers.
- One hundred percent (100%) of the teachers are fully licensed and permanently assigned to the school. Sixty-five percent (65%) of CS211 teachers have more than two years of teaching experience in the school. Fifty percent (50%) of the teachers have more than five years of teaching experience. Sixty-three percent (63%) of our teachers have achieved a Masters Degree or higher.
- Our learning community at CS211 affords highly qualified teachers the opportunity to participate in various stimulating and challenging professional development activities. This is made possible by the flexibility of our funds and the coordinated efforts of our experienced administration, literacy and math coaches, AIS teacher, and other talented educators. This is complemented by our positive school climate, unified staff, strong parental involvement efforts, and our school wide discipline code.

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.
- Teachers' self-assessments on selected components of a research-based continuum. Each teacher will have a Professional Development Plan with specific steps for progress and movement to the next level within the continuum.
- The six (6) formative observations for each teacher will be online.
- Offer workshops in specific academic topics (i.e. ELA/literacy, Math, Health, etc.) aligned with curriculum maps and related assessments.
- Offer workshops in other areas of interest and concern for parents: use of standards and rubrics, the Special Education Continuum, nutrition (through Cornell University), HIV/AIDS awareness, transition to Middle School, safety, managing finances and using a budget, communication with adolescents, accessing community and online resources, graffiti and gang awareness, domestic violence, cancer awareness and screening, and others.
- Classes for parents in ESL, computers, and arts and crafts.
- Participation in conferences (ELL, UFT, others), a book club, trips, luncheons, and celebrations.

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.

Resources: Principal, Assistant Principals, Classroom Teachers, Literacy Coach, Cluster Teachers, AIS Teacher, other instructional providers, and instructional materials

Funding Sources: Tax Levy, Title I, Title III, PCEN

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4: Academic Results Closing the Achievement Gap

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Increase the percentage of ELL students at 75th Growth Percentile in English or Higher by 5% from 53.6% to 58.6% for 2012.
- Engage all students in at least one literacy task and one math task aligned to strategically selected Common Core Standards.

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.
- Currently 26.2% of the students measured at proficiency on the Progress Report. Our goal is to increase by up to 5% the number of students performing at proficiency level on the 2012 NYS ELA, thus raising that number to 31.2%.
- 75% of students move up at least one level on a common grade-level rubric focused on writing opinions and arguments in response to informational texts (pre to post assessment). Also, the number of students performing at Level 1 will decrease by up to 5%.
- Currently 38.9% of all students are scoring at proficiency level in Math; we would like to see an increase of 5% to 43.9% for 2012.

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.
- Comprehensive literacy instruction, aligned with NY State and City standards, will provide opportunities for students to improve their reading and writing abilities through shared reading, guided reading, independent reading, read aloud, author studies, genre studies, writer's workshop, journal writing and the use of technology. Students will be placed in flexible groups according to their instructional level.
- Theme-based instruction will be aligned with NYS State and City standards. As part of our comprehensive program for the provision of Academic Intervention Services, our after-school programs will be aligned with the regular school day program. Learning experiences will engage students in speaking, listening, questioning, reading, writing and accountable conversations. Home/school sharing of ideas, strategies and materials will allow for reinforcement of concepts learned in school. The AP and Grade Leaders will work out alignment issues. The ELA teachers will collaborate on theme-based instruction. The Parent Coordinator and the Parents' Association President will provide alternatives for parents of all students to participate in academic programs that meet their educational needs. Attendance will continue to be monitored to assure participation of identified at-risk students. Students will utilize technology resources for research and projects.
- Inquiry Teams to look at ELA data to identify skills needed for bilingual and special needs students.

- All teachers will have the opportunity to attend TC Calendar day(s) at Teachers College.
- Administrator will attend Principal Calendar Days at Teachers College in order to provide further support to staff.
- Coaches will provide on-site support in curriculum mapping which will be aligned to the ELA core curriculum.
- Funding for the ordering of informational texts across the grades and for the library will be set aside.
- Teachers will develop collaborative lessons that incorporate the skills necessary to read and write informational texts.
- Teachers will meet weekly on grade/department teams to assess student work and plan lessons to support students, including ELLs and students with IEPs.
- Funding has been for an AUSSIE coach to provide yearlong support in Mathematics. With the AUSSIE coach, staff will align the Core Curriculum with the Everyday Math Program.
- Math goals will be developed by teachers, classes and individual students.
- Teacher teams will look at student work to ensure instructional alignment and to share with other staff.
- Timeline for implementation: Pre-unit and end of unit tests (September), ELA and Math Portfolios (throughout school year), Student Goals, Interim Assessments as needed, Teacher made tests as needed, Team meeting notes and agendas (weekly), NYS ELA and Math test results (May 2012).

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.
1. C.S. 211 will take the following actions to involve parents in the process of school reviews and improvement under section 116 of the ESEA:
 - 50% of the School Leadership Team will be comprised of parents. Parents will be informed of this opportunity on an ongoing basis.
 - Quarterly principal meetings will be held with the PTA Executive Board throughout the year.
 - The Parent Coordinator will conduct workshops throughout the year informing parents of the curriculum, promotional policies, standards, school related data, Public School.
 - The Parent Coordinator in conjunction with the PTA will survey the parent population annually in order to generate Learning Leaders who become an integral support to classroom instruction.
 - The Parent Coordinator and administration will distribute and articulate the school report card to all parents annually.
 2. C.S. 211 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

A series of workshops will be provided for parents throughout the school year to address techniques and strategies beneficial to parents when analyzing school performance (computer training, ESL, Spanish as a Second Language, IEP, health, curriculum mapping, test sophistication, etc.)

- Parents are informed of and part of the planning through their participation in important committees of Academic Intervention Services available at our learning community.
- The Parent Coordinator will serve as a parent representative on the school's Professional Learning Team, Design Team and Pupil Personnel Committee to turnkey information to the parents.
- Parents will be members of the School Leadership Team where students' academic achievement in school performance are reflected up throughout the year.
- Parents will participate in a series of Adult Education Classes to improve their skills in English and in Technology, as well as anti-bullying and other parent workshops.

3. C.S. 211 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Pre-Kindergarten Universal Program, Teachers College, by encouraging parents to become instructional volunteers through the Learning Leaders Program offering support in curriculum initiatives

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.
- CS 211 provides instruction by highly qualified teachers.
- One hundred percent (100%) of the teachers are fully licensed and permanently assigned to the school. Sixty-five percent (65%) of CS211 teachers have more than two years of teaching experience in the school. Fifty percent (50%) of the teachers have more than five years of teaching experience. Sixty-three percent (63%) of our teachers have achieved a Master Degree or higher.
- Our learning community at CS211 affords highly qualified teachers the opportunity to participate in various stimulating and challenging professional development activities. This is made possible by the flexibility of our funds and the coordinated efforts of our experienced administration, literacy and math coaches, AIS teacher, and other talented educators. This is complemented by our positive school climate, unified staff, strong parental involvement efforts, and our school wide discipline code.

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.
- Offer workshops in specific academic topics (i.e. ELA/literacy, Math, Health, etc.) aligned with curriculum maps and related assessments.
- Offer workshops in other areas of interest and concern for parents: use of standards and rubrics, the Special Education Continuum, nutrition (through Cornell University), HIV/AIDS awareness, transition to Middle School, safety, managing finances and using a budget, communication with adolescents, accessing community and online resources, graffiti and gang awareness, domestic violence, cancer awareness and screening, and others.
- Classes for parents in ESL, computers, and arts and crafts.
- Participation in conferences (ELL, UFT, others), a book club, trips, luncheons, and celebrations.

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.

Resources: Principal, Assistant Principals, Classroom Teachers, AUSSIE Math Coach, Literacy Coach, Cluster Teachers, AIS Math Teacher, other instructional providers, and instructional materials

Funding Sources: Tax Levy, Title I, Title III, PCEN

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5: Learning Environment

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Develop staff's ability to prevent disciplinary problems and design a positive, collaborative classroom and school culture conducive to academic achievement. Number of suspensions based on bullying will decrease by 5% from last school year.

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.
- Data from the Online Occurrence Report System demonstrates an increase of incidents related to bullying among students from last school year.
- Evidence of teachers responding "strongly agree" or "agree" to the question "There is a person or a program in my school that helps student resolve conflicts" increases from 5.9% to 7.5% between 2011 and 2012.

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.
- Collaborate with the Network Liaison for students' support to brainstorm ideas for bully prevention through the Respect For All Campaign.
- Provide professional development to support staff in recognizing bullying and steps to take to prevent it.
- Set clear expectations for student behavior as well as staff expectations in regards to dealing with bullying.
- Utilize Guidance Counselor, Respect For All Liaison), and other support staff to provide an assembly/classroom program on bullying.
- Thoroughly review the NYC DOE Discipline Code and school wide rules and expectations with students and have Parent Coordinator review with parents.
- Provide professional development for school aides and staff who supervise students during recess so that issues of bullying decrease.

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.

1.C.S. 211 will take the following actions to involve parents in the process of school reviews and improvement under section 116 of the ESEA:

- 50% of the School Leadership Team will be comprised of parents. Parents will be informed of this opportunity on an ongoing basis.
- Quarterly principal meetings will be held with the PTA Executive Board throughout the year.
- The Parent Coordinator will conduct workshops throughout the year informing parents of the curriculum, promotional policies, standards, school related data, Public School.
- The Parent Coordinator in conjunction with the PTA will survey the parent population annually in order to generate Learning Leaders who become an integral support to classroom instruction.
- The Parent Coordinator and administration will distribute and articulate the school report card to all parents annually.

2. C.S. 211 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

A series of workshops will be provided for parents throughout the school year to address techniques and strategies beneficial to parents when analyzing school performance (computer training, ESL, Spanish as a Second Language, IEP, health, curriculum mapping, test sophistication, etc.)

- Parents are informed of and part of the planning through their participation in important committees of Academic Intervention Services available at our learning community.
- The Parent Coordinator will serve as a parent representative on the school's Professional Learning Team, Design Team and Pupil Personnel Committee to turnkey information to the parents.
- Parents will be members of the School Leadership Team where students' academic achievement in school performance are reflected up throughout the year.
- Parents will participate in a series of Adult Education Classes to improve their skills in English and in Technology, as well as anti-bullying and other parent workshops.

3. C.S. 211 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Pre-Kindergarten Universal Program, Teachers College, by encouraging parents to become instructional volunteers through the Learning Leaders Program offering support in curriculum initiatives

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.

- CS 211 provides instruction by highly qualified teachers.
- One hundred percent (100%) of the teachers are fully licensed and permanently assigned to the school. Sixty-five percent (65%) of CS211 teachers have more than two years of teaching experience in the school. Fifty percent (50%) of the teachers have more than five years of teaching experience. Sixty-three percent (63%) of our teachers have achieved a Master Degree or higher.
- Our learning community at CS211 affords highly qualified teachers the opportunity to participate in various stimulating and challenging professional development activities. This is made possible by the flexibility of our funds and the coordinated efforts of our experienced administration, literacy and math coaches, AIS teacher, and other talented educators. This is complemented by our positive school climate, unified staff, strong parental involvement efforts, and our school wide discipline code.

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.
 - Offer workshops in specific academic topics (i.e. ELA/literacy, Math, Health, etc.) aligned with curriculum maps and related assessments.
 - Offer workshops in other areas of interest and concern for parents: use of standards and rubrics, the Special Education Continuum, nutrition (through Cornell University), HIV/AIDS awareness, transition to Middle School, safety, managing finances and using a budget, communication with adolescents, accessing community and online resources, graffiti and gang awareness, domestic violence, cancer awareness and screening, and others.
 - Classes for parents in ESL, computers, and arts and crafts.
- Participation in conferences (ELL, UFT, others), a book club, trips, luncheons, and celebrations.

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.
- Resources: Principal, Assistant Principals, Classroom Teachers, Respect For All Liaison(s), Cluster Teachers, Literacy Coach, AIS Math Teacher, other instructional providers, and instructional materials
- Funding Sources: Tax Levy, Title I, Title III, PCEN

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	14	14	N/A	N/A				15
1	12	12	N/A	N/A				
2	10	10	N/A	N/A	3			
3	28	28	N/A	N/A	2			
4	16	16			1			
5	33	33			0			
6	28	28			4			
7	31	31	5	8	0			
8	47	47	6	0	6			
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
ELA	<ul style="list-style-type: none"> • Students identified to receive AIS in ELA receive instruction using programs like the Harcourt Intervention Program, and strategies that access academic data. They receive explicit teaching of phonemic awareness, phonics, comprehension and fluency (based on Fontas & Pinnell for reading and Lucy Calkins for writing). • The Comprehensive Balanced Approach to Literacy provides the framework in which instruction is being delivered. Students in the early childhood grades who are ELLs not identified to receive AIS in English due to their newcomer status receive AIS in Native Language Arts. • Spanish AIS programs include: Harcourt Trophies Decodable Books, Lexia Learning System and Voyager Passport. Students are taught in small groups during the school day, including during the 37.5-minutes sessions Monday through Thursday.
Mathematics	<ul style="list-style-type: none"> • Students identified to receive AIS in mathematics receive instruction using a variety of programs and strategies. Programs used are: Everyday Math Games and a supplemental intervention program by Breakaway Math. Students receive support through mathematics games, activities and journals. • Students also practice mathematics communication skills, paraphrasing explanations, playing “prove it,” where students “teach” or think out/explain their responses. • English as Second Language strategies are employed for English language learners taught in English. Students are taught in small groups during the school day, including during the 37.5-minutes sessions Monday through Thursday.
Science	<ul style="list-style-type: none"> • Science texts and information are incorporated into ELA and mathematics in the AIS program. For example, in grade 4, GLOBE elementary science books and curriculum are used. • Students receive small group instruction for ELA and Mathematics AIS during which science is taught through these content areas.

Social Studies	<ul style="list-style-type: none"> • Social Studies AIS is given to students using primary source documents and inquiry-based learning. Texts and information are also incorporated into ELA and mathematics in the AIS program. • Students receive small group instruction for ELA and Mathematics AIS during which Social Studies is taught through these content areas.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Individual and small-group counseling sessions for at-risk students in grades K through 8. • Parents of ELL students in the 8th grade receive orientation and information about the High School application process, and support according to their individual needs.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Individual and small-group counseling for at-risk students referred by teachers in grades K through 8.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Individual and small-group counseling for at-risk students referred by teachers in grades K through 8.
At-risk Health-related Services	<ul style="list-style-type: none"> • Asthmatic and diabetic students receive one-to-one and small group instruction on prevention and treatment. The school nurse gives medication (i.e. nebulizer, pills) and maintains a record of students' health conditions as identified by their families and by screening within the school. • Families are referred to low-cost and free health services for children.

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.

C.S. 211 Parental Involvement Policy 2011 -2012

- 1. C.S. 211 will take the following actions to involve parents in the joint development of its School wide Parental Involvement Plan under section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act and the requirement for Elementary Secondary Education Act (ESEA): The policy will be developed through the collaboration with the Parent Teacher Association, Parent Coordinator, School Leadership Team and Administration.
- The Principal will conduct a series of meeting with all shareholders to develop guidelines and polices acceptable by all.
- Signatures will be gathered to show evidence of parent participation and acceptance of policy.
- The Parent Coordinator in conjunction with the PTA will distribute in a timely manner all dates and times of upcoming meetings and activities related to the policy.
- Letters will be sent home to parents periodically by students informing them of upcoming meetings.

2. C.S. 211 will take the following actions to involve parents in the process of school reviews and improvement under section 116 of the ESEA:

- 50% of the School Leadership Team will be comprised of parents. Parents will be informed of this opportunity on an ongoing basis.
- Quarterly principal meetings will be held with the PTA Executive Board throughout the year.
- The Parent Coordinator will conduct workshops throughout the year informing parents of the curriculum, promotional policies, standards, school related data, Public School.
- The Parent Coordinator in conjunction with the PTA will survey the parent population annually in order to generate Learning Leaders who become an integral support to classroom instruction.
- The Parent Coordinator and administration will distribute and articulate the school report card to all parents annually.

3. C.S. 211 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

A series of workshops will be provided for parents throughout the school year to address techniques and strategies beneficial to parents when analyzing school performance (computer training, ESL, Spanish as a Second Language, IEP, health, curriculum mapping, test sophistication, etc.)

- Parents are informed of and part of the planning through their participation in important committees of Academic Intervention Services available at our learning community.
- The Parent Coordinator will serve as a parent representative on the school’s Professional Learning Team, Design Team and Pupil Personnel Committee to turnkey information to the parents.
- Parents will be members of the School Leadership Team where students’ academic achievement in school performance are reflected up throughout the year.
- Parents will participate in a series of Adult Education Classes to improve their skills in English and in Technology, as well as anti-bullying and other parent workshops.

4. C.S. 211 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Pre-Kindergarten Universal Program, Teachers College, by encouraging parents to become instructional volunteers through the Learning Leaders Program offering support in curriculum initiatives.

5. C.S. 211 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its [Title I, Part A] school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The Parent Coordinator will conduct an end of the year survey which will measure the effectiveness of the school parent policy.
- Principal will conduct an end of the year meeting with the PTA Executive Board with the present year policy.
- The School Leadership Team will also conduct an end of the year evaluation on the effectiveness of the policy.

ADOPTION: This school wide Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs, as evidenced by these signatures:

Principal
Parent Coordinator
PTA President
School Leadership Team Representative

This policy was adopted by C.S. 211 on 6/28/11 and will be in effect for the period of September 2011 until June 2012. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2011.

Community School 211

Parent Compact

2011-2012

The school and parents working cooperatively for the successful education of the children agree:

The School Agrees

- To: convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To: Offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend at regular school meetings.
- To: actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- To: provide parents with timely information about all programs.
- To: provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To: provide high quality curriculum and instruction, with academic interventions that ensure all students succeed.
- To: deal with communication issues between teachers and parents through:
 - parent-teacher conferences at least annually
 - frequent reports to parents on their children's progress
 - reasonable access to staff
 - opportunities to volunteer and participate in their child's class.
- To: assure that parents may participate in professional school development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.
- To: ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational

The Parent/Guardian Agrees

- To: become involved in developing, implementing, evaluating and revising the school-parent involvement policy.
- To: participate in or request technical assistance training that the local education authority or school offers on child reading practices and teaching and learning strategies.
- To: work with his/her child/children on school work; read for 15 or 30 minutes per day to kindergarten through 1st grade students; and listen to grade 2 and 3 students read for 15-30 minutes per day .
- To: monitor his/her child's/children's:
 - attendance at school/extended day programs
 - homework
 - television watching
- To: share the responsibility for improved student achievement by encouraging their child to participate in academic intervention services and extended day programs provided by the school.
- To: communicate with his/her child's/children's teachers about their educational needs.
- To: be active role models for their children by modeling good citizenship, conflict resolution skills and positive behavior that generates solid learning communities.

process.

We agree to work together to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Signature of School Principal/Teacher

Signature of Parent/Guardian

Type/print name

Type/print name

Firma de la directora/maestro(a)

Firma del Padre o Guardián

Nombre en letra de molde

Nombre en letra de molde

I. Student Responsibilities: STUDENT CONTRACT

- 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

Betty González-Soto, Principal

Judy Diaz, Assistant Principal
Blanca Torres-Mutt, Assistant Principal
Howard Macdonald, Assistant Principal
Juana Lacen, Special Projects Facilitator

1919 Prospect Avenue
Bronx, NY 10457
Phone 718-901-0436
Fax 718-901-4681

2011 -2012 STUDENT CONTRACT

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to all staff members and to property.
2. Be familiar with rules and regulations with student behavior as established on The Discipline Code. "Students are expected to live up to and the consequences if these standards are not met. The Discipline Code provides a comprehensive description of unacceptable behavior, including incidents involving drugs or weapons. It includes a range of permissible disciplinary and intervention measures which may be used when students engage in such behaviors as well as a range of guidance interventions schools may use to address student behavior. The Code applies to all students, including those with disabilities." (2011 The Discipline Code pp.1)
3. Attend school every day unless legally or medically excused.
4. Be in class, on time, and prepared to learn.
5. Work to the best of my abilities in all academic and extracurricular pursuits and strive toward my highest level of achievement possible.
6. React and respond to directions given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Work to develop means to control personal anger.
8. Ask questions when lacking understanding.
9. Seek help in solving problems.
10. Wear school uniform every day, consisting of a yellow-collared sleeves-shirt with no-logos, navy blue slacks and black sneakers or black shoes, unless otherwise instructed for special occasions by school administrators. (Wearing clothing, headgear, or other items that are unsafe or disruptive to the educational process are prohibited in school. 2011 The Discipline Code pp.6)
11. Accept one self responsibility for my actions.
12. Conduct as a representative of the district when participating in or attending school-sponsored extracurricular events and achieve the highest standards of conduct, demeanor, and sportsmanship.
13. Supply information of importance to the appropriate staff member in any case where any person and/or property is endangered.
14. Refuse to join in any discriminatory practices against others and demonstrate appreciation for the dignity and integrity of all individuals.
15. Refrain from obscene and defamatory communication in speech, writing and other modes of expression in any interaction with the school community.
16. Use non-confrontational methods to resolve conflicts.
17. Refrain from bringing prohibited equipment or material to school without authorization (e.g., cell phone, beeper, or other electronic communication/entertainment devices). Level 1-Infraction pp.13.
18. Keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students.

I have read and understand my responsibilities as a CS211 student. I understand that violation of some of these responsibilities may lead, in accordance with The Discipline Code, to disciplinary measures.

Student Signature

Class _____

Parent Signature

Date



Community School 211

The Bilingual School

Betty González-Soto, Principal

Judy Diaz, Assistant Principal
Blanca Torres-Mutt, Assistant Principal
Howard Macdonald, Assistant Principal
Juana Lacen, Special Projects Facilitator

1919 Prospect Avenue
Bronx, NY 10457
Phone 718-901-0436
Fax 718-901-4681

2011 -2012 CONTRATO DEL ESTUDIANTE

1. Contribuir a mantener un ambiente escolar seguro para mi aprendizaje y demostrar respeto hacia todos los maestros y personal escolar y a la propiedad.
2. Relacionarme con las reglas de comportamiento de estudiante como lo establece El Código de Disciplina. "Todos los estudiantes deben respetar y entender las consecuencias en caso que no lo hagan, El Código Disciplinario brinda una descripción completa de las conductas inaceptables, incluyendo incidentes que incluyan drogas o armas. Incluye también la escala de medidas de intervención disciplinaria autorizadas que podrían aplicarse cuando los estudiantes se vean involucrados en este tipo de conducta como también las diferentes formas de intervención de asesoramiento que las escuelas podrían utilizar para encargarse de la conducta de los estudiantes. El Código abarca a todos los estudiantes, incluso a aquellos con discapacidades." (El Código de Disciplina 2011, pg.1)
3. Asistir a la escuela todos los días a menos que tenga una excusa legal o medica.
4. Estar a tiempo para cada clase y preparado(a) para aprender.
5. Trabajar al máximo de mis habilidades en todos los trabajos académicos y extracurriculares para alcanzar mi mayor nivel de desempeño posible.
6. Reaccionar y responder a las instrucciones dadas por mis maestros, administradores y algún otro personal escolar de una manera respetuosa y positiva.
7. Desarrollar maneras para controlar mi temperamento enojado.
8. Hacer preguntas cuando no entienda algo en la clase.
9. Buscar ayuda con el personal de la escuela para resolver conflictos.
10. Vestir el uniforme escolar todos los días que consiste de camisa amarilla (con cuello y sin dibujos), pantalones o falda (niñas) azul marino y zapatos o tenis negros a menos que los administradores aprueben lo contrario para ocasiones especiales. (Vestir otra ropa, gorras, u otros artículos que interfieran con la seguridad o el proceso académico están prohibidos en la escuela. Vea pg. 6, El Código de Disciplina 2011)
11. Aceptar responsabilidad por mis acciones.
12. Comportarme como representante del distrito cuando participe o asista a eventos extracurriculares y lograr altos niveles de conducta, participación y camaradería deportiva.
13. Proveer información de importancia al personal escolar en caso de que alguna persona o propiedad estén en peligro.
14. Negarse a participar en cualquier práctica discriminatoria contra estudiantes y demostrar aprecio por la dignidad y la integridad de todos los individuos.
15. Evitar el uso de lenguaje obsceno o difamatorio al hablar, escribir y/o al utilizar otros medios de expresión o comunicación dentro de la comunidad escolar.
16. Utilizar métodos no confrontacionales para resolver conflictos.
17. Evitar traer equipo o materiales sin autorización a la escuela (ej. celulares, beepers, otros aparatos electrónicos de comunicación/entretenimiento)
Infracción-Nivel 1 pg 13.
18. Mantener a los padres o guardianes legales informados de toda información relacionada a la escuela, incluyendo progreso escolar actividades sociales o educativas. Asegurar que los padres o guardianes legales reciban cualquier comunicación proveída por personal escolar a los estudiantes.

Yo he leído y entiendo mis responsabilidades como estudiante en CS211. Yo entiendo que cualquier violación a alguna de estas responsabilidades pudiera representar medidas disciplinarias, de acuerdo a El Código de Disciplina.

Firma del Estudiante

Clase _____

BTM

Firma del Padre o Guardia

Fecha

11-12

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12X211 **School Name:** CS 211 The Bilingual School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

CS 211 was identified for school improvement in the area of English Language Arts. Our school is a bilingual school and one third of our population are English Language Learners and we have 10 special education classes.. Many of the students not meeting the academic standards are in the English Language Learners and Special Education sub-groups. Special focus will be placed on these subgroups.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Students with the highest need of academic intervention have been identified to receive the 37 and a half minute extra tutoring. Those students come in from Monday through Thursday from 8:00 am to 8:40 am for tutoring in a small group setting.
 - Due to the need for improvement in English Language Arts the inquiry teams have set their focus for this school year to be English Language Arts. All inquiry teams meet every Monday morning from 8:00 am to 8:40 am. Teachers collaborate to look at data and student work. The data and student work guide teacher's instruction. Out of classroom teachers also participate in the inquiry teams and plan lessons to support literacy throughout subjects and also through the library program and our ESL teacher.
 - The school will begin an extended day program which will focus on English Language Arts. Teachers will use data to zone in on specific literacy skills and strategies. They will also provide more intense intervention in a smaller group setting. The extended day program will be offered to all students in third to eighth grade.
-

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The 10% provided for professional development will be used as funding for the literacy coach who will support teachers and facilitate professional development during grade meetings and by working with individual teachers modeling demo lessons and supporting intervention in the classroom.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The literacy coach will work with teachers to create Units of Study in collaboration with Teacher's College and in the implementation of those units.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - The sample notification letter will be adjusted and sent to every home.
 - The identification of school improvement will be a topic during the next Parent Teacher Association meeting to provide information and an open forum for questions.
 - The parent coordinator will assist with parent meetings and parent questions.

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/Petrina Palazzo	District 12	Borough Bronx	School Number 211
School Name C.S. 211 - The Bilingual School			

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

Principal Betty Gonzalez-Soto	Assistant Principal H. Ross Macdonald/ELL Coord.
Coach Sheila Mason	Coach type here
ESL Teacher Chantal Nelson	Guidance Counselor Maria Rodriguez
Teacher/Subject Area Elsa Villafane/Testing Coord.	Parent type here

Teacher/Subject Area type here	Parent Coordinator Virginia Menendez
Related Service Provider	Other Judy Diaz, A.P.
Network Leader	Other Blanca Torres Mutt, A.P.

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	2	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	4	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	681	Total Number of ELLs	215	ELLs as share of total student population (%)	31.57%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

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. 

1. This is the process we follow to identify potential ELLs. First, parents complete the Home Language Identification Survey during initial registration with the assistance of our Testing Coordinator Teacher, who is bilingual (Spanish). She conducts the informal oral interview with both the parent and the child. If the Testing Coordinator Teacher is not available, the Pupil Accounting Secretary knows to call the ELL/Bilingual Coordinator, who is also an Assistant Principal and is bilingual (Spanish). If the child's native language is other than Spanish, we call the Translation and Interpretation Unit for assistance. The Testing Coordinator monitors admissions to make sure to administer the LAB-R, when necessary, within 10 days of admission. If the cut score for the LAB-R is not met and the native language is Spanish, the Testing Coordinator Teacher administers the Spanish LAB. Once all ELLs have been identified and are placed in the proper setting, they are evaluated annually using the NYSESLAT. The Testing Coordinator Teacher plans the administration of this assessment using the RNMR and RLER ATS reports to ensure that all eligible students are assessed. Teachers in bilingual classrooms administer the Reading and Writing portions of this assessment, while other teachers administer the Listening and Speaking portions. (These include the Testing Coordinator, Coaches, SETSS and ESL teachers.)

2. In order to ensure that parents understand all three program choices (TBE, Dual Language, Freestanding ESL), we invite the parents of all newly admitted students to an orientation meeting within 10 days of registration. During this meeting, parents meet the Principal, ESL/Bilingual Coordinator, the Parent Coordinator, PTA leaders and teachers. Parents view the program description video from the NYCDOE along with a description and explanation of the programs available at C.S. 211, in their native language. They also have the opportunity to ask questions. Following this discussion, parents complete the Parent Survey and Program Selection forms based on their choice. Any parents that do not attend the initial meeting receive personal invitations through phone calls and letters sent home with children. If parents do not respond to any of these efforts, we follow up at Parent Teacher Conferences. In this manner we ensure that parents have a chance to understand the available programs for ELLs and choose the one they want.

3. We follow similar procedures to ensure that entitlement letters and program choice forms are returned for all ELLs. The ELL and Testing Coordinators work together to send letters home with students. We follow up with phone calls and Parent Teacher Conference visits to make sure that all parents are aware of their children's entitlement status. Copies of all entitlement letters and phone log are kept in a compliance file, along with Program Selection forms and Parent Surveys.

4. When students are identified as ELLs, if they speak Spanish and their parents choose the Transitional Bilingual Program, they are placed in these classes. ELLs enter English-only classrooms once they have reached the Proficient level on the NYSESLAT, although we also consider, on a case by case basis, moving students from bilingual classrooms that have reached the Advanced level. All of these placements are made in consultation with parents, in their native language. Placement is communicated to parents in face-to-face meetings so that any concerns and questions can be addressed. Records are maintained of these parent meetings in the compliance file. All of our bilingual classrooms are for Spanish-speaking students because the overwhelming majority of our students are Hispanic and speak Spanish. For those students that come to the school speaking a native language other than Spanish, we find a translator to facilitate communication with the parents. If they request a Transitional Bilingual class we recommend them to another school that has classes in their language. Otherwise, they enter one of our English-only classrooms where they receive additional ESL instruction and support. Records of all student placements are maintained in the school's compliance file, including Continued Entitlement letters sent

home with students.

5. The trend in program choices that parents have requested for their children continues to favor the Transitional Bilingual Program in our school. We maintain a record of the parents that have indicated a preference for Dual-Language or ESL, and are prepared to address these requests if enough parents request that program.

6. At this time, the program models at C.S. 211 are aligned with parent requests. The parents of virtually all newly-arriving ELLs request Transitional Bilingual classrooms, although some parents do choose to place their children in a monolingual setting with ESL support. This happens when the child has already acquired intermediate/advanced English level to be able to function in an English-only setting.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K✳ 1✳ 2✳ 3✳ 4✳ 5✳ 6✳ 7✳ 8✳ 9● 10● 11● 12●
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This school offers (check all that apply):

Transitional bilingual education program	Yes✳	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No✳	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	1	0	1	1	1	1	2	2					9

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
(60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	1	0	1	1	1	1	2	2	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	215	Newcomers (ELLs receiving service 0-3 years)	159	Special Education	45
SIFE	13	ELLs receiving service 4-6 years	41	Long-Term (completed 6 years)	15

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	134	6		17	1		1	1		152
Dual Language										0
ESL	25	2		24	2		14	1		63
Total	159	8	0	41	3	0	15	2	0	215

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		
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		12	0	8	16	25	25	31	36					153
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

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
TOTAL	0	12	0	8	16	25	25	31	36	0	0	0	0	153

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8		3	1	5	4	10	13	11					55
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic	1		1		1									3
Haitian														0
French						1	2							3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	9	0	4	1	6	5	12	14	11	0	0	0	0	62

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?

1. a. We have a combination of organizational models. There is one bilingual self-contained class at 1st grade and one on each grade level from 3rd through 8th. In the middle school for 6th through 8th grades, instruction is departmentalized. The number of students registered in these classes averages 28 students. Advanced level students placed in monolingual classes receive pull-out ESL instruction in the ESL classroom for the amount of time mandated. The ESL teacher provides push-in instruction for one 6th grade class.

b. Our bilingual program model is by heterogeneous groups for most classes. However, for ESL instruction students meet in flexible, homogeneous groups organized by proficiency level. Instructional time varies by group to meet state mandates.

2. By having a bilingual class at each grade level and a dedicated ESL teacher, we are able to ensure that the mandated instructional minutes and curriculum are met. Students in each bilingual class receive ESL instruction every morning. Advanced students in bilingual classes either attend monolingual classes for ELA instruction or receive ELA through differentiated instruction in their home classroom. Bilingual classes receive Native Language Arts instruction for 45 minutes daily for a total of 225 minutes per week. Advanced ELLs in monolingual classes receive ELA as part of their regular instructional day, and receive Native Language Arts while attending Spanish class. Proficient students receive ESL services for a period of one year after passing the NYSESLAT, including testing modifications.

3. In our Transitional Bilingual Program, classroom teachers are responsible for providing instruction across content areas. Mathematics,

A. Programming and Scheduling Information

Social Studies and Science instruction is given in Spanish using Spanish materials, with additional English materials used to help develop English language skills. In our monolingual classes, classroom teachers use English materials for Mathematics, Social Studies and Science. They employ Sheltered English Instruction methods to support ELLs and make content comprehensible as they transition out of a bilingual classroom. The ESL teacher provides content area support for these ELLs through communication and planning with the classroom teacher, and designing supportive instruction to follow-up on areas of weakness and develop strength areas.

4. In order to ensure that ELLs in the TBE program are appropriately evaluated in their native language, our Testing Coordinator administers the Spanish LAB assessment within ten days of admission. The results of this evaluation are shared with the classroom teachers. Additionally, formative assessments are used to monitor the development of the native language. Teacher-created assessments are used for formal evaluation at the beginning and end of the year, and as end of unit assessments. Every year our eighth grade bilingual students take the NYS Spanish Proficiency Regents Exam with a passing rate of above 98% of the students tested.

5. These are our instructional plans for ELL subgroups:

a. To address the needs of Students with Interrupted Formal Education (SIFE), teachers offer additional instruction time during their preparation and/or professional periods, therefore, specific areas are targeted to help those academic gaps. Appropriately leveled materials for SIFE learning have been gathered by the classroom teachers, the bilingual coordinator, the reading coach, and Academic Intervention Services (AIS) teachers. One example of materials being identified for use with SIFE is the Lexia Reading System “Inicio a la lectura.” This program is used in the bilingual classrooms, by the AIS teachers, and the related service providers. SIFE appropriate instructional materials are also included in the 37.5 extended time and the after school program for ELL students.

b. The school has also considered the needs of newcomers to the school. The instructional materials that the bilingual classrooms utilize have a component that addresses the newcomers’ needs. In each lesson, using the workshop model, the teacher provides a mini-lesson and individual group work to address the skills needed for the newcomers. In addition, for the past three school years the school provided an ESL Academy, two days a week in an after school program which we will continue this year. In this ESL Academy the students are grouped according to their NYSESLAT and LAB-R levels and receive additional ESL classes.

c. ELLs receiving 4-6 years of service benefit from all of the previously described programs (i.e. 90 minutes of daily ESL instruction in flexible heterogeneous groups, appropriate materials, differentiated instruction, 37.5 extended time, ESL Academy). Many of these students have reached an Advanced NYSESLAT level and several approaches have been taken to promote their progress: Streaming in English classes for more exposure to the English Language, purchasing materials at their instructional level, providing classroom libraries with more English books at appropriate levels, ESL teacher providing pull-out classes with students who need focused instruction to reach English proficiency level, and analyzing NYSESLAT data to understand specific needs of the students.

d. Our school continues to analyze and consider the specific needs of long term ELL students, not only on an academic level, but in terms of social and emotional aspects as well. All of the previously described programs are in place for them. Staff engages in ongoing conversations regarding students’ academic and social needs through articulation with one another and, when needed, with the school’s bilingual guidance counselor, social worker and Pupil Personnel/Academic Intervention Committee.

e. We include ELLs identified as having special needs in all of our ESL interventions. There is one bilingual Special Education class in middle school, with a certified bilingual special education teacher. These students participate in the 90 minute ESL block, the ESL academy and other instructional initiatives.

6. Our ELL-SWDs benefit from the ELA instructional strategies offered as part of the Teachers College Reading and Writing Project (TCRWP) schoolwide.

7. Our school ensures flexible programming for Intermediate and Advanced ELL-SWDs according to their IEP mandates by analyzing the best match in terms of content, class size, and grade level availability. Currently there are ELL-SWDs in grades 6 through 8 participating of mainstreamed classes in ELA, Math, and Science.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

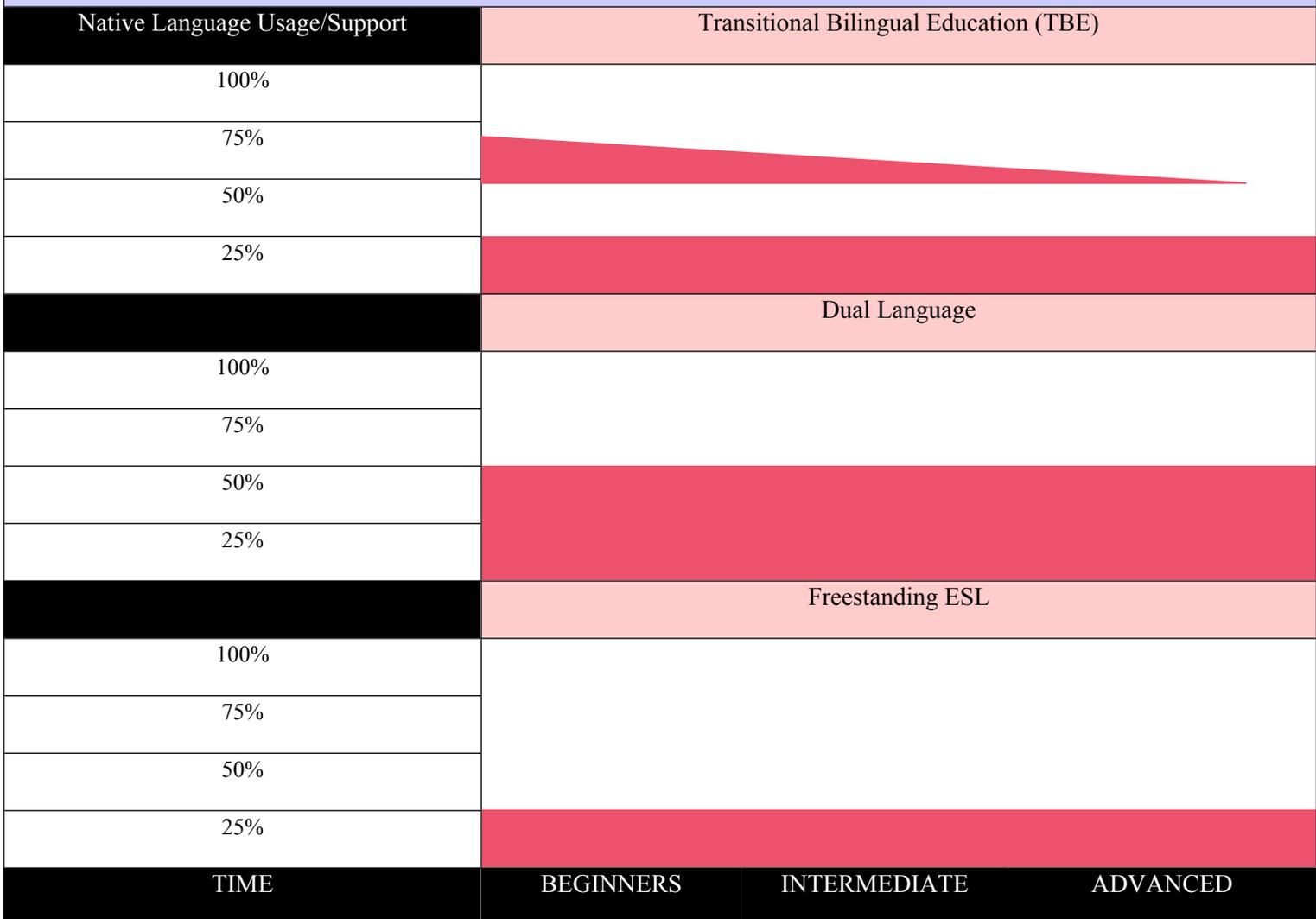
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language 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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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?

8. CS211 implements various targeted intervention programs for all ELLs. In the area of ELA we have AIS for long-term ELLs and ELLs receiving 4-6 years of service using the Read 180 program (middle school) and Storytown Reading and Writing Program (elementary). In ELA, math, social studies and science, we utilize the 37.5 extended time and extended day program. Currently, we have assigned an AIS Math Teacher to provide services to targeted students in the fourth, sixth and eighth grade. Additional AIS services in science and social studies are provided by cluster teachers as part of their small group instruction professional period.

9. ELLs reaching proficiency on the NYSESLAT will receive continuing transitional support for up to two years. Classroom teachers will receive ongoing professional development around Sheltered English instruction via the SUCCESS program (provided by Learning Compass). Students will continue to receive pull-out or push-in ESL instruction.

10. Our ELLs will benefit from the new Teachers College workshop model implement schoolwide in order to improve their writing skills during the ELA and ESL blocks.

11. We have no plans to discontinue any programs or services for ELLs at this time.

12. ELLs are included in all school programs, including extended day classes, art programs (ENCORE!, ballroom dancing), gardening with the New York Botanical Garden, Cookshop, PAL sports programs, Children's Aid Society programs.

13. Instructional materials that are used to support ELLs include leveled libraries (in all classrooms), English to a Beat (Hampton Brown) for ESL in the middle school grades, Moving into English for ESL in the elementary grades, interactive whiteboards, and a computer lab.

14. In our Transitional Bilingual Program, all classes have teachers that speak English and Spanish. Native language support is delivered by the classroom teachers through classroom libraries in Spanish, translation when necessary, bilingual dictionaries and the appropriate use of Spanish for instruction in math, science and social studies. All correspondence is sent in both English and Spanish including letters, applications and calendars.

15. Required services support and resources correspond to ELLs' ages and grade levels.

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.
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11. We have no plans to discontinue any programs or services for ELLs at this time.

12. ELLs are included in all school programs, including extended day classes, art programs (ENCORE!, ballroom dancing), gardening with the New York Botanical Garden, Cookshop, PAL sports programs, Children's Aid Society programs.

13. Instructional materials that are used to support ELLs include leveled libraries (in all classrooms), English to a Beat (Hampton Brown) for ESL in the middle school grades, Moving into English for ESL in the elementary grades, interactive whiteboards, and a computer lab.

14. In our Transitional Bilingual Program, all classes have teachers that speak English and Spanish. Native language support is delivered by the classroom teachers through classroom libraries in Spanish, translation when necessary, bilingual dictionaries and the appropriate use of Spanish for instruction in math, science and social studies. All correspondence is sent in both English and Spanish including letters, applications and calendars.

15. Required services support and resources correspond to ELLs' ages and grade levels.

16. We provided a summer school program for ELLs that was funded by a grant from the NYCDOE Office of English Language Learners. We hope to provide this summer school program next summer as well.

14. Currently, there are no language electives offered at C.S. 211 other than Spanish.

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?

8. CS211 implements various targeted intervention programs for all ELLs. In the area of ELA we have AIS for long-term ELLs and ELLs receiving 4-6 years of service using the Read 180 program (middle school) and Storytown Reading and Writing Program (elementary). In ELA, math, social studies and science, we utilize the 37.5 extended time and extended day program. Currently, we have assigned an AIS Math Teacher to provide services to targeted students in the fourth, sixth and eighth grade. Additional AIS services in science and social studies are provided by cluster teachers as part of their small group instruction professional period.

9. ELLs reaching proficiency on the NYSESLAT will receive continuing transitional support for up to two years. Classroom teachers will receive ongoing professional development around Sheltered English instruction via the SUCCESS program (provided by Learning Compass). Students will continue to receive pull-out or push-in ESL instruction.

10. Our ELLs will benefit from the new Teachers College workshop model implement schoolwide in order to improve their writing skills during the ELA and ESL blocks.

11. We have no plans to discontinue any programs or services for ELLs at this time.

12. ELLs are included in all school programs, including extended day classes, art programs (ENCORE!, ballroom dancing), gardening with the New York Botanical Garden, Cookshop, PAL sports programs, Children's Aid Society programs.

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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.

Paste response to questions 1-3 here.

1. ELL teachers and service providers participate of a series of professional development opportunities throughout the school year in and out of the school building (i.e. small group instruction, levelling libraries, testing modifications and data analysis). Guidance Counselor receives professional development in order to assist ELLs as they transition by providing individual and small group counseling sessions. Guidance Counselor provides high school information services in English and Spanish for students and their parents.
2. ELL students and their parents participate of middle and high school fairs and open houses. High school guidance counselors visit our school to provide information to our 8th graders interested in applying to their school for high school.
3. We assure the compliance with the ELL training requirement for all staff.

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?

1. We have an active Parent Teachers Association that participates in many activities at C.S.211. Many of the parents have ELL children and are Spanish dominant themselves. The PTA provides workshops on how to support their children's academic growth in reading and

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

1. We have an active Parent Teachers Association that participates in many activities at C.S.211. Many of the parents have ELL children and are Spanish dominant themselves. The PTA provides workshops on how to support their children's academic growth in reading and math, dealing with anger management, and navigating the support opportunities for parents in New York City. We offer Saturday classes for parents in technology and ESL, currently classes are at capacity (30+ parents).

2. The Community Based Organizations that partner with us are the Children's Aid Society and CITE (Council for Integrated Teacher Education).

3. We evaluate the needs of the parents by analyzing the data from the School Environment Survey and through a parent needs survey given by the PTA every year. Our School Leadership Team evaluates the results of these two surveys and makes recommendations to address parent requests. Parent Coordinator facilitates ELL parent participation to workshops by offering translation into Spanish. This year parents will participate of Adult Education classes to improve their skills in English and in Technology, as well as anti-bullying and other parent workshops as needed. Parent Coordinator maintains a log of agendas and attendance sheets of parent workshops. Based on the amount of Spanish dominant parents, all written documentation is translated into Spanish. Translation services are provided during PTA meetings, SLT meetings, Parent Teacher Conferences, Graduation Ceremony and other school related events.

4. Many of our parents are recent immigrants. Others live in New York City housing projects, a domestic violence shelter, and low-income tenement buildings. We help parents by providing workshops and classes in the use of technology and ESL progress toward better job opportunities and living situations. By providing workshops that address parenting skills we help parents to improve their abilities to provide a stable, safe and nurturing environment for their children.

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)	7		5	12	13	9	16	22	28					112
Intermediate(I)		2		7	6	2	12	8	17					54
Advanced (A)		1	2	2	6	6	19	5	8					49
Total	7	3	7	21	25	17	47	35	53	0	0	0	0	215

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B				2	4	4	2	8	8				
	I		2	1	5	2	2	7	2	9				
	A		1	2	7	10	3	11	10	15				
	P				3	4	4	2	10	17				
READING/ WRITING	B			1	8	7	3	4	10	25				
	I		2		8	7	2	12	9	17				
	A			1	2	5	6	18	5	7				
	P		1	1	0	1	0	1	0	1				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	2			6
4	8	2	2		12
5	4	1			5
6	16	10	2		28
7	7	6			13

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
8	24		12						36
NYSAA Bilingual Spe Ed							6		6

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3				2		6			8
4			4	2	7	2		1	16
5			2	1	6				9
6	1	8	8	9	4	2	1		33
7			4	3	9	2	4		22
8	9	5	10	12	1	6			43
NYSAA Bilingual Spe Ed							2	4	6

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			7	3	19	6	5	2	42
8	12	7	9	16	9	10	0	0	63
NYSAA Bilingual Spe Ed							2	4	6

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		12		5
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1			
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language		27		26
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)	14	25	24	34				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here.

1. Our staff assesses the early literacy skills of ELL students by using informal assessments such as conferencing and the formal assessments: Running Records and ECLAS-2. Most of our ELLs have a vast range of reading levels within up to three academic years up or below grade level which represents a challenge and an opportunity when planning lessons and delivery of instruction. Lessons are differentiated to meet the needs of the students.
2. Data analysis demonstrates patterns of students with three or more years in the Transitional Bilingual Model in CS211 by achieving at Advanced/Proficiency levels.
3. Our ELL students still demonstrate difficulties with their writing part of the NYSESLAT in particular with editing sentences and/or paragraphs. The Teachers College workshop model intends to improve the writing skills of our ELL students schoolwide.
4. a. ELL students have improved their performance in State standardized tests over their years in CS211.
 - b. School leadership and teachers use the results of the NYSESLAT and ELL Periodic Assessments to group students in order to

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: C.S. 211

School DBN: 12X211

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Betty Gonzalez-Soto	Principal		11/23/11
Howard Macdonald	Assistant Principal		11/23/11
Virginia Menedez	Parent Coordinator		11/23/11

School Name: C.S. 211

School DBN: 12X211

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Chantal Nelson	ESL Teacher		11/23/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Sheila Mason	Coach		11/23/11
	Coach		1/1/01
Maria Rodriguez	Guidance Counselor		11/23/11
	Network Leader		1/1/01
Judy Diaz	Other <u>Assistant Principal</u>		11/23/11
Blanca Torres Mutt	Other <u>Assistant Principal</u>		11/23/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X211 **School Name:** Community School 211

Cluster: CFN606 **Network:** 606

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.

Based on the data of our school population, one-third (215) of our students are English Language Learners (ELLs). CS 211 is The Bilingual School and our bilingual classes are English/Spanish, because these are the languages of the majority of our parents. Due to the high population of Spanish speaking students and families all communications and everything handed out is translated into Spanish. The data indicates that we have one family from Africa which our ESL teacher assists us with translating into French. We also have one family that is Arabic and that family speaks English therefore any translation is provided on an as needed basis. We gather data at registration where parents

fill out the home language survey and also the blue emergency card. At that time we check for home language and inform parents of what services are available to them including interpretation and translation services. They are introduced to the parent coordinator, and in her room and also by the main office are posters about these services for parents and families.

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.

We found that of our 215 ELLs, all of them come from homes where Spanish is spoken except for 2 students that speak French and 3 that speak Arabic. All of the students in the bilingual classes require Spanish oral and written translation for their parents, which is why we translate all written communication into Spanish, and provide oral Spanish communication and translation at all times. The parents of the Arabic-speaking students do not require written or oral Arabic translation. The parents of our French-speaking students require oral and written translation.

These findings were reported to the community via mail and conversations with school leaders. They were reported to the school community through the School Leadership Team, PTA meetings and Faculty Conferences.

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.

All letters and home/school communication at CS 211 are sent in both English and Spanish, the main language of our ELLs. Documents are translated on-site by school staff. Letters and/or any other communication for our French speaking family is translated into the French language by our ESL teacher.

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.

Oral interpretation is offered during Parent Teacher Conferences, Special Assemblies, Graduation Ceremonies and other meetings, providing parents with information in a language (Spanish or French) they can understand. This translation will be provided by school staff.

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>.

All written communication is translated from English to Spanish or English to French. Upon enrollment, parents are notified that translation and interpretation services are available if needed. Also, upon enrollment parents are introduced to the parent coordinator. She then introduces them to the parents bill of rights and interpretation notice.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Community School 211	DBN: 12X211
Cluster Leader: Jose Ruiz	Network Leader: Petrina Palazzo
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 124 Grades to be served by this program (check all that apply): ●K ●1 ●2 ✱3 ✱4 ✱5 ✱6 ✱7 ✱8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The Community School 211 – The Bilingual School learning community serves a variety of Spanish speaking students from various Latin American countries as well as several students from non-Spanish speaking countries. The community includes New York City housing projects, a domestic violence shelter, low-income tenement buildings, and private houses. There is a steady increase in the number of recent immigrants to the United States living in our learning community. Many of the families have low incomes and are headed by parents who never completed the eighth grade. This situation presents a great challenge to our learning community in serving this special population of parents and students.

Our school has implemented a Transitional Bilingual (TBE) Program based on the Home Inventory Language Surveys (HILS) and parental input. We have one bilingual class on each grade level from Kindergarten through 8th. The number of students registered in these classes varies between 19-32 students.

The bilingual classes are self-contained to accommodate 90 minutes of Native Language Arts (NLA). Additionally, we provide the mandated minutes for ESL based on the students' levels of language acquisition: 360 minutes for Beginners/Intermediate, 180 minutes for Advanced and Proficient students. Proficient students receive ESL services for a period of one year after passing the NYSESLAT, including testing modifications. Classroom teachers are also responsible for providing ESL instruction through other content areas. In some cases advanced students are mainstreamed to monolingual classes during the literacy block. During the literacy block students are streamed according to their proficiency level. Although many parents request our Transitional Bilingual Program, we educate and inform them about how to choose the proper program that will address their children's needs. Based on this additional information, some parents realize the benefits of placing their child in a monolingual setting with ESL pull-out services. The ESL teacher pulls the students out of their classes and instructs them in the ESL classroom for the mandated amount of time. Where applicable, the ESL teacher also provides ESL support by pushing in during classroom instruction.

Title III funding will be utilized to supplement the regular school day program through an after school ELL Academy which focuses on language acquisition through small group instruction, elaborating content area concepts according to student needs. Academic language will be developed and emphasized using scaffolding strategies (bridging, modeling, metacognitive activities, schema building, contextualization), vocabulary building, oral development activities and writing process. Instruction will be provided in English with support for native language through translation to clarify concepts, and native language materials. All English language learners are invited to attend the ELL Academy after school sessions, four times a week (Wednesday, Thursday, Friday from 3:00-5:00pm and Saturday from

Part B: Direct Instruction Supplemental Program Information

9:00am -12:00pm) since October 12, 2011 in order to provide more exposure to the English language. Students are grouped according to proficiency level and grade. Materials are chosen for groups based on student needs and interests. Materials include non-fiction content related books, Ellis Essentials, Ticket to Read and "Read 180".

Students progress will be monitored through the ELL Interim assessments, ELA interim assessments, teacher created assessments, and running records to assess reading levels. Teachers maintain data binders to monitor and analyze student performance and adapt lessons accordingly.

All Title III teachers are certified ESL and/or Bilingual teachers.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: In order to strengthen professional learning of Best Practices for ELL students CS 211 offers professional learning to all teachers of ELLs including those working under Title III programs. The intent is that our teachers better understand the needs of recently transitioned ELLs, both academically and emotionally. Professional development is provided by coaches and teachers from CS 211, as well as opportunities provided by the CFN 606, NYC Department of Education Office of ELLs, and the Bilingual Education Technical Assistance Centers (BETAC).

Topics include:

- Using Technology to Interpret Data/Using data to inform instruction for the ELL students
- Scaffolding of language for academic learning
- * Teaching to the ESL standards
- Content and Language goal/objectives
- Adaptations to the writing process for ELLs

Teachers will participate in professional development offered by the Office of ELLs and BETAC. In addition, our Title III teachers will be involved in 4 (2 hour) Teacher Study and Planning sessions. •

Additionally, Inquiry Teams to look at ELA data to identify skills needed for bilingual and special needs students.

- All teachers will have the opportunity to attend TC Calendar day(s) at Teachers College.

Part C: Professional Development

- Administrator will attend Principal Calendar Days at Teachers College in order to provide further support to staff.
- Teacher College Coaches will provide on-site support in curriculum mapping which will be aligned to the ELA core curriculum.
- Funding for the ordering of informational texts across the grades and for the library will be set aside.
- Teachers will develop collaborative lessons that incorporate the skills necessary to read and write informational texts.
- Teachers will meet weekly on grade/department teams to assess student work and plan lessons to support students, including ELLs and students with IEPs.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: C.S. 211 will provide the following necessary coordination, technical assistance, and other support to assist Title III schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: A series of workshops will be provided for parents throughout the school year to address techniques and strategies beneficial to parents when analyzing school performance (computer training, ESL, Spanish as a Second Language, IEP, health, curriculum mapping, test sophistication, etc.)

- Parents are informed of and part of the planning through their participation in important committees of Academic Intervention Services available at our learning community.
- The Parent Coordinator will serve as a parent representative on the School Leadership and Pupil Personnel Committee to turnkey information to the parents.
- Parents will be members of the School Leadership Team where students' academic achievement in school performance of ELLs and SWD are reflected up throughout the year.
- Parents will participate in a series of Adult Education Classes to improve their skills in English and in Technology, as well as anti-bullying and other parent workshops.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		