



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: JOHN WILSON INTERMEDIATE SCHOOL 211

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

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

SUPERINTENDENT: BEVERLY WILKINS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Carolyn James	*Principal or Designee	
Daniel Malkenson	*UFT Chapter Leader or Designee	
Marie Joseph	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dorothea Crawford	Member/	
Stephanie Telesford	Member/	
Nellie Lubin	Member/	
Keiishia Lytle	Member/ - Vice President	
Simone Smith	Member/ - Treasurer	
Deborah Francis Alexis	Member/ - Secretary	
Atilnett Laird	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, our bottom third will improve in English Language Arts as measured by the New York ELA Assessment. There will be a 3% increase of students making at least 1 year of progress in English Language Arts. As a result the 3% movement of the bottom third would impact the school's student progress and student performance. We will move 3% of the students in the bottom third performing below grade level to level 3 which would also guarantee a positive impact on the school's student performance and student progress.

Comprehensive needs assessment

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

We have 225 students who are in the bottom third in ELA. Thirty percent of our students are bottom third. Seventy students are sixth graders, seventy four students are seventh graders and eighty one students are eighth graders.

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

Instructional strategies/activities

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

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

All core teachers will teach 25 teaching periods instead of 26 teaching periods. To that end, teachers attend subject specific professional development every week.

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

Lead teachers and the Instructional Specialist push in to assist subject teachers with a specific skill.

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

The ELA Program will continue to center on differentiating instruction. Emphasis will be placed on the rituals and routines needed to support the reader's and writer's workshops, set up an appropriate classroom environment and the use of artifacts to support instruction.

These artifacts include use of Common Core State Standards/ CCLS standards-based rubrics, rubrics-based comments on student work, standards, accountable talk stems, current student work, readers' notebooks and writer's source books, reading and writing folders, portfolios, weekly itemized assessments and experience charts. Teachers will continue to fully implement the workshop model including the mini-lesson (opening), independent/small group work session and share session (close.) Strategies will include the read-

aloud/think aloud, write-aloud/think-aloud, shared reading and writing, guided reading and writing, independent reading and writing, cooperative learning and effective questioning to encourage higher-order thinking, academic rigor, and accountable talk. Description of Proposed Instructional Strategies for English Language Arts (that are based on scientifically based research): The ELA Program will continue to center on differentiating instruction and weekly assessments. Emphasis will be placed on CCLS, rituals and routines needed to support the reader's and writer's workshops, set up an appropriate classroom environment and the use of artifacts to support instruction. These artifacts include use of standards-based rubrics, rubrics-based comments on student work, standards, accountable talk stems, Bloom's Taxonomy current student work, readers' notebooks and writer's source books, reading and writing folders, portfolios and experience charts. Teachers will continue to fully implement the Common Core State Standards in the workshop model including the mini-lesson (opening), independent/small group work session and share session (close.) Strategies will include the read-aloud/think aloud, write-aloud/think-aloud, shared reading and writing, guided reading and writing, independent reading and writing, cooperative learning and effective questioning to encourage higher-order thinking, academic rigor and accountable talk. Support materials will be funded through ARRA and school funds. Teachers will use an array of assessment tools to determine student strengths and needs and chart student progress. These include the DRA, running records, DRP, GROW Report, monthly progress reports, monthly school-wide ELA practice assessments, Acuity Assessments, Teacher Assessment Notebook (TAN), assessment tasks at the end of each genre unit, Common Core Unit of study or author study, teacher created assessments, observation, conferencing and portfolio assessment. Teachers will continue to have common preparation time embedded in their programs to allow for regular weekly congruence meetings, collaboratively looking at student work, interpreting student data and lesson planning and preparation. Incoming grade 6 students will be placed in differentiated academies based on their interest area and/or talents. As part of the articulation process, 5th graders in our feeder schools were asked to apply to our academies in order of preference. Where possible, preferences will be honored. Students will participate in enrichment activities according to the theme of each academy. The Communication Arts academy will focus on literacy through print and broadcast journalism and social studies. The Cultural Arts Academy will focus on literacy through the arts including music, drama, dance and art. The Business and Technology Academy will focus on literacy through studying business operations and structure, economics, local government, community service and technology. Each academy has, and will continue to form, appropriate partnerships with museums, colleges, businesses, local politicians, community organizations and writing collaboratives. An extended student government and clubs such as the Debate club and the Upstanders will further encourage and support literacy and encourage greater student engagement in learning. Special education will continue to be departmentalized with one teacher teaching ELA and social studies as a humanities block, while another teacher teaches math and science. This allows special education students to have access to content area specialists in ELA and allows special education teachers to participate in all professional development to support their content area. Lower level genre and author studies as well as supplementary independent reading books on a wider range of reading levels have been ordered to accommodate the needs of our special education students. AIS will include: The Wilson Program, pull out resource room program, and push-in of lead teachers and instructional lead, the AM Tutorial, after-school ELA program, Saturday Academy, Vacation Academy, APA and the Special Needs Academy. These programs will continue during the school year. The Parent Coordinator and Family Worker support student learning by improving communication between the ELA classroom teacher and the parents and an effective Parent Outreach Program including contacting parents via phone calls, e-mail, home visits. The ELL teacher will continue to push into classrooms and work with the general education teacher in supporting the ELL Learner. Professional Development: Professional development is regularly planned, assessed and evaluated by the Principal, Assistant Principals, and Math

Lead Teachers. The PD Team meets weekly and conducts focused learning walks providing teachers with warm and cool feedback and next steps. Professional development is provided by the Lead teachers and the Instructional Lead. Teachers receive in-class support through modeling and demonstration lessons, co-teaching and the coach. The lead teachers also facilitate study groups centered on lesson study, looking at student work and curriculum mapping. The Lead Teachers and Instructional Lead also turnkey professional development and support implementation rituals and routines, use of artifacts, aligning curriculum to the and instruction to the Common Core State Standards/ CCLS implementing genre and unit plans, administering the DRA, implementing the 25 Book Campaign and Book of the Month. Model ELA classrooms have been set up in each academy in all grades and there are plans to expand model classrooms on each grade level for the school year. Lead teachers have also been identified on each grade level to further turnkey best practices. Teachers are being trained on how to Deconstruct the Common Core Learning Standards. This training was provided by the Common Core Institute and CFN 104. •strategies for differentiation of instruction, addressing different learning styles, modalities, strengths and needs. •strategies for reading, writing and researching in the content areas for both ELA and content area teachers •effective record-keeping strategies to chart student-progress including: the Teacher Assessment Notebook (TAN), annotated bibliography, keeping track of the 25-book campaign and portfolios. •using active learning strategies including: cooperative learning, effective questioning and other active learning strategies to engage students in learning and accountable talk •preparing students for standardized testing (Testing As Genre) •supporting enrichment classes •implementing word study To support our English Language Learners (ELL's) the following services were provided through the Title VII Grant: Training For All Teachers: •In-class coaching for mainstreaming teachers providing instruction for ELL's •Teacher workshops providing professional development in the latest techniques and strategies used for instructing English Language Learners (ELL's). In addition, participants were able to log on to Teach First an online site providing professional development for teachers of ELL's. •Parent workshops designed to develop English literacy skills at home •Tuition reimbursement for teachers working towards Bilingual/ESL certification •Teachers developed Learning Experiences as part of the N.Y.S. Peer Review process

We will continue with an Instructional Specialist to ensure that all the teachers are on the same page, incorporate the Common Core Standards, facilitate the alignment of the curriculum, the development of uniform assessments in each of the major subject areas, and the revision of ELA and Math portfolios at each grade level. As for this year, we have a focus on the bottom third in ELA, the development of target groups per academy, and teacher team meetings that allow teachers to discuss and analyze student performance in their academy and grade level. We are also implementing the Charlotte Danielson Framework for Teaching. This will be implemented 9/12 to 6/13.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

Common preparation time is embedded in the teacher's program to allow for regular weekly meetings. Teacher's will collaboratively look at student's work and interpret student data for effective lesson planning. Balanced Literacy, Balanced Math and Common Core Curriculum are scientifically researched based programs that strengthen and raise the bar for our core academic program of our school. We utilize the workshop model for our 37 ½ minutes to meet the needs of our students. We have an accelerated Math A program that students attend before school. Further, we have a morning ELA tutorial program which starts before school. Special Education students attend an after school tutorial program which strengthens their ELA and math skills. We have teachers that push into the classroom to offer reading and math assistance to strengthen and to enrich student growth. Morning, After School, Saturday, Sunday, Mid Winter, Winter and Spring Institute Programs which are paid by Title 1 funds. We utilize the Charlotte Danielson Framework for Teaching to promote academic achievement.

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

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

Comprehensive needs assessment

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

We have 234 students who are in the bottom third. Thirty two percent of our math students are bottom third. There are 55 sixth graders, 78 seventh graders and 101 eighth graders who fall into this category. We analyzed acuity assessment, ELA state assessment, weekly assessments, student work and student portfolios. We have an Accelerated Math Morning Program.

Instructional strategies/activities

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

I.S. 211's priority will be to provide targeted instruction for those students with IEP's in all Performance Levels to facilitate improved performance and achievement with emphasis on moving students from level 2 into level 3. Our target in general education is to move students from level 2 into levels 3 and 4. The school continues full implementation of Impact Math in sixth and seventh grades and Pre-Algebra in eighth grades. The teachers will use a checklist, provided by the program, By June 2013, student achievement in mathematics will increase by 3% as measured by the New York State Mathematics Exam. The school will also administer monthly practice mathematics tests, and disseminate a calendar of lessons aligned with the practice tests and instruction in test-taking skills. The school will also identify new test-taking instruments and provide appropriate test-taking strategies. A school-wide program will provide congruence between teaching/remediation in order to provide stronger support for the classroom teacher by the special education and ELL teacher. Our major academic strategies to improve student performance will consist of reduced class size during the regular school day and increased time on task. The extended day program will include remediation of specific skills as assessed through the Acuity, and analysis of all available data. Assessment will also be based on classroom performance and teacher input. We will continue Saturday and vacation academies in math and morning tutorials. We will offer an accelerated math class in grade 8. The iteach/ilearn program will be implemented in grade 6 infusing technology into the math classroom. Sixth grade teachers have been trained in use of tablets and Smart Boards and Projectors as well as Internet resources and research to support students. Students in grade 6 will receive tablets and engage in interdisciplinary study to support research and inquiry and the development of content literacy skills. Support

software in the mathematics content has been purchased to further support and differentiate instruction. We will continue to offer an accelerated math course for the 2012-2013 school year. Some of the new concepts/ ideas that are being implemented to change student outcomes are the creation of an Instructional Specialist to ensure that all the teachers are on the same page, incorporate the Common Core Standards, facilitate the alignment of the curriculum, the development of uniform assessments in each of the major subject areas, and the revision of ELA and Math portfolios at each grade level. As for this year, we have a focus on the bottom third in Math, the development of target groups per academy, and teacher team meetings that allow teachers to discuss and analyze student performance in their academy and grade level.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

Common preparation time is embedded in the teacher's program to allow for regular weekly meetings. Teacher's will collaboratively look at student's work and interpret student data for effective lesson planning. Balanced Literacy, Balanced Math and Springboard are scientifically researched based programs that strengthen the core academic program of our school. We utilize the workshop model for our 37 ½ minutes to meet the needs of our students. We have an accelerated Math A program that students attend before school. Further, we have a morning ELA tutorial program which starts before school. Special Education students attend an after school tutorial program which strengthens their ELA and math skills. We have teachers that push into the classroom to offer reading and math assistance to strengthen and to enrich student growth. This will be implemented 9/12 to 6/13.

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

We utilize the Charlotte Danielson Framework for Teaching to promote academic achievement.

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, our bottom third special education students will improve in English Language Arts as measured by the New York ELA Assessment. There will be a 3% increase of special education students making at least 1 year of progress in English Language Arts. As a result the 3% movement of the bottom third special education students would impact the school's student progress and student performance.

Comprehensive needs assessment

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

We have eighty Special Education students who are in the bottom third in ELA. Twenty students are sixth graders, twenty seven are seventh graders and twenty-five students are eighth graders. We analyzed acuity assessment, ELA state assessment, weekly assessments, student's work and student portfolios.

Instructional strategies/activities

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

We are currently focusing on instructional intervention strategies for special education students. These include the following: Special education students will receive differentiated instruction in all content areas and especially in the area of English Language Arts. We will provide targeted small group instruction for our special education bottom one-third population. Our special education Lead and general education Lead Teacher will push into ELA classes and provide small group instruction. Special education teachers will receive extensive professional development in implementing differentiated common core standard based lessons. Special education teachers will also look at student work collaboratively to strengthen student performance. This will be implemented 9/12 to 6/13.

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

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents will receive training and workshops on ARIS, how to help their child(ren) at home, homework help, community building, effective communication between

home and school, computer workshops, Parent workshops with ELA and Math Leads, Common Core Workshops, Students with Disabilities Workshops, ELL Workshops, Language Translation Workshops

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Program resources are used to differentiate instruction to meet the student's needs according to the state standards. Common preparation time is embedded in the teacher's program to allow for regular weekly meetings. Teacher's will collaboratively look at student's work and interpret student data for effective lesson planning. Balanced Literacy, Balanced Math and Springboard are scientifically researched based programs that strengthen the core academic program of our school. We utilize the workshop model for our 37 ½ minutes to meet the needs of our students. We have an accelerated Math A program that students attend before school. Further, we have a morning ELA tutorial program which starts before school. Special Education students attend an after school tutorial program which strengthens their ELA and math skills. We have teachers that push into the classroom to offer reading and math assistance to strengthen and to enrich student growth. Further, we have a basketball team that practices at 7:00 AM to 8:15 AM in the morning, Monday thru Friday.

We utilize unit plans which are aligned to the curriculum and the Common Core Standards paid for by Title I Morning, After School, Saturday, Sunday, Mid Winter, Winter and Spring Institute Programs which are paid by Title 1 funds

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

We utilize the Charlotte Danielson Framework for Teaching to promote academic achievement.

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

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

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.

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) key personnel 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.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

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

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.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Wilson Reading Program assists special education students in decoding and encoding. • Winter Institute is a test prep course that prepares the 6th-8th grade students for the ELA. • Small group instruction is provided in balanced literacy workshop <ul style="list-style-type: none"> • One-to-one instruction is provided for students during conferencing in the Balanced Literacy. • Lead teachers and Instructional Specialist push in to classrooms working with 	<ul style="list-style-type: none"> • Wilson is done in small groups. • The Winter Institute delivery of service is small group instruction. • Balance Literacy Workshop services are provided in small groups. • One to one instruction is provided during Balanced Literacy. • Push In Services delivered in small groups 	<ul style="list-style-type: none"> • Wilson is provided after school. • The Winter Institute is provided during the December Christmas break for two days. • Balanced Literacy Workshop is provided during the work period. • One to one instruction is provided during the school day and after school. • Push in Services are provided during the school day.

	<p>smaller groups of Students identified by teachers, data, guidance and support staff as being in need.</p> <p>This reduces the ratio of teachers to students.</p> <ul style="list-style-type: none"> • A SETSS teacher pushes into classes with students with I.E.P's to work closely with those students and reduce the ratio of teacher to student. • Special Needs Tutorial is provided by special education teachers to assist special education students with literacy. • A block of 90 minutes is provided during the school day to increase student's time on task and to allow for differentiated instruction and flexible grouping based on student assessments including standardized test data, item skills analysis, teacher conferences and teacher observation and portfolios. <p>Lunch N Learns is provided</p>	<ul style="list-style-type: none"> • Special Needs Tutorial is delivered in small groups. • 90 block with flexible grouping. Students are in differentiated groups. • Lunch N Learns is delivered in small groups. 	<ul style="list-style-type: none"> • Special Needs Tutorial is provided after school. • 90 block flexible grouping is provided during school. <p>Lunch N Learns are provided during the school day.</p>
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	for students during the school day to prepare the students for the ELA exam. This assists in reducing the ratio of teacher to student for more tailored instruction		
Mathematics	<ul style="list-style-type: none"> • Lead Teachers push into classrooms working with smaller groups of students identified by teachers, data, guidance and support staff as being in need. This reduces the ratio of teachers to students. • Lunch n Learn is provided for students during their lunch period to assist students in math. • A block of 90 minutes is provided during the school day to increase student's time on task and to allow for differentiated instruction and flexible grouping based on student assessments including standardized test data, item skills analysis, teacher conferences and teacher observation and portfolios. 	<ul style="list-style-type: none"> • Lead Teacher push in delivered in small groups. • Lunch N Learn delivered in small groups. • 90 block is delivered in differentiated small groups. • APA After school is delivered in small groups • Small Group and One to 	<ul style="list-style-type: none"> • Lead Teacher push in during the school day. • Lunch N Learn provided during the school day. • 90 block is provided during the school day. • APA is provided during after school. • Small Group instruction

	<ul style="list-style-type: none"> • APA After school Programs assist the students in math and test taking strategies after school. <p>Small group instruction is provided in the America's Choice workshop model during the work period.</p> <ul style="list-style-type: none"> • One-to-one instruction is provided for students during conferencing in the America's Choice model. • Special Needs Tutorial is provided by special education teachers to assist special education students in math. 	<p>one instruction is delivered in small group and one to one.</p> <ul style="list-style-type: none"> • Special Needs Tutorial is delivered in small groups. 	<p>and one to one conferencing is provided during the school day.</p> <ul style="list-style-type: none"> • Special Needs Tutorial is provided after school.
Science	<ul style="list-style-type: none"> • Extended block of science instruction will allow for more time on task and flexible grouping for differentiated instruction in the science content with a focus on content literacy strategies and supports for identified students in need. 	<ul style="list-style-type: none"> • Extended block is delivered in small groups. • Computer teacher push into small groups. 	<ul style="list-style-type: none"> • Extended block is provided during the school day. • Computer Teacher push is delivered during the

	<ul style="list-style-type: none"> • Computer teacher pushes into classrooms to help special education students use the software, Inspiration, to organize science Exit Projects. • During school Exit Project tutorial for grade 8 students. 	<ul style="list-style-type: none"> • Exit Project tutorial delivered in small groups. 	<p>school day.</p> <ul style="list-style-type: none"> • Exit Project Tutorial is provided during the school day and after school.
Social Studies	<ul style="list-style-type: none"> • Exit Project Program assists students in completing their exit projects after school. • Lunch N Learns Small Group Instruction 	<ul style="list-style-type: none"> • Exit Project Program is delivered in small groups. • Lunch and Learn and Small Group Instruction are delivered in small groups. 	<ul style="list-style-type: none"> • Exit Project Program is provided during after school. • Lunch N Learn and Small Group are provided during school and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • One to one conferences are provided for students during the day to discuss social skills, positive self image and Promoting self-esteem. These services are provided by the Guidance Counselor, School Psychologist and Social Worker. • Small group conferences are provided for the students during the school day to discuss 	<ul style="list-style-type: none"> • One to one conferences are delivered individual. • Small group conferences are delivered in small groups. 	<ul style="list-style-type: none"> • One to one conferences are provided during the school day. • Small Group conferences are provided during the school day.

	<p>behavior management techniques and strategies.</p> <ul style="list-style-type: none"> • The Girls Club is provided for girls to discuss issues relevant to today's adolescent this occurs during and after school. <p>Evaluate and assess students to evaluate them for further services during the school day. One to one conferences with students to evaluate them for services during the school day.</p> <ul style="list-style-type: none"> • SAPIS Teachers observe, evaluate and assess students to make recommendations to doctors and parents, SBST Team during conferencing 	<ul style="list-style-type: none"> • The Girls Club is delivered in small groups. • SAPIS Group is delivered in small groups and one to one. 	<ul style="list-style-type: none"> • The Girls Club is provided during and after school. • SAPIS Group is provided during the school day.
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The Professional Development Team , Lead Teachers, Instructional Lead and UFT Center will provide Professional Development to teachers. The Administrative staff will provide support by providing feedback from mini short frequent observations (Charlotte Danielson Framework for Teaching).

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

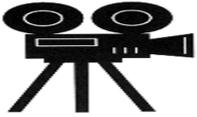
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



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

Carolyn James Dorothea Crawford Fidelis Okorafor
Principal Assistant Principal Assistant Principal

"The Pride and Joy of Canarsie"

SCHOOL-PARENT COMPACT

The John Wilson Intermediate School 211 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the No Child Left Behind (NCLB) Act Elementary and Secondary Education Act (ESEA) (participating children) and , agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The John Wilson Intermediate School 211 **will**:

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

Implementation of research based instruction that includes cooperative learning, balanced literacy and mathematics. Unit Plans aligned to the Common Core State Standards will be implemented as well.

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

Use of challenging and academically rigorous curriculum that are both conceptually based and aligned to the Common Core Standards. We will provide training and information on ARIS.

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

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

- **Hold parent-teacher conferences in November 2012 and (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Monday, November 19, 2012 at 5:30pm-8:00pm Tuesday, November 20, 2012 at 12:30 p.m. to 3:00 p.m.; Wednesday, February 27, 2013 at 5:30 pm-8:00pm; Thursday, February 28, 2013 at 12:30pm-3:00pm.**

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

Report Cards

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

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

Teacher phone calls

Establish Parent teacher contact via email, mobile number, and home number

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

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

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

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

Parent

Responsibilities

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

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

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

(revise as appropriate for grade level)

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*

- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

The John Wilson Intermediate School 211 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- Parent Workshop with Lead Teachers, Review the Common Core Standards/ CCLS, Review of the NY State ELA and Math Score
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the

meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

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

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

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

The total number of students at I.S. 211 in the Canarsie section of Brooklyn is 778 of whom 29 are ELL's. This is approximately 3.73% of the student population. Both the the percentage and number of ELL's is down from last year, as is the student population.

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

Eligibility for continuing ELL's is determined by using a formal NYS assessment exam. To ensure the exam is administered to all eligible students, we access these ATS reports; RLER, RMNR, RLBR, RBPS, RPOB and RYOS. The NYSESLAT (New York State English as a Second Language Achievement Test) is administered each spring by the certified ESL teacher, Randi Goldman. Detailed NYSESLAT "Entitled Student" lists are compiled and then are used to cross reference date and exam segment administered to each student, to ensure all students take all 4 parts of the exam. Parents are informed in their native language of the four components of the NYSESLAT, and the test dates. Thus, the certified ESL teacher, Randi Goldman, and the parents, work together to ensure all four components of the NYSESLAT are administered. The proficiency levels of students, and ESL placement for the coming school year, is based on the results of this exam. ELL's that continue to score below a certain level of proficiency continue to be entitled to ESL services. ELL's scoring at or above that level are no longer entitled to ESL services. Our school notifies parents in their native language prior to the exam about testing dates and purpose of the NYSESLAT. In the fall, they are once again notified in their native language with their child's score on the NYSESLAT.

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

Parents must choose one of the following programs:

- Freestanding English as a Second Language-students in this program receive all instruction in English. Language Arts is taught using ELA and ESL methodologies. Content area subjects are taught in English using ESL strategies.
- Transitional Bilingual Education-initially, all subjects are taught in the child's native language. As students in this program develop their English proficiency, the time allocated to native language arts shifts to English-language learning, until the student is ready to enter an all English program. Presently, I.S. 211 offers only ESL classes. If TBE is the Parental Choice, parents are given a list of nearby schools that have these programs.
- Dual Language-language enriched bilingual education program that integrates students who are native English speakers with native speakers of another language, for all or most of their content area instruction. All students in Dual Language programs develop their second language skills while learning content knowledge in both language groups. I.S. 211 offers only ESL classes. If DL is the Parental Choice, parents are given a list of nearby schools that have these programs.

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

The ESL teacher, Randi Goldman, notifies parents of newly admitted ELL's in writing in their native language, informing them of their child's entitlement to ESL, Bi-lingual or Dual Language services. Ideally, this is done in person at the Parent Orientation. If for some reason the parent has not filled out the Parent Survey and Program selection, a reminder letter in their native language is sent home via their child and/or the mail and/or a bilingual staff member calls them to remind them to return it. The ESL teacher has determined that we have had 100% compliance in receiving the Parental Choice letters. However, if a Parental Choice letter was not returned, the default would be a TBE as per CR Part 154. New this year, we are entering the Parental Choice online @ ELPC.

Parents of continuing ELL's are informed in their native language of their child's continued eligibility for ESL and their child's level of proficiency based on the NYSESLAT from the previous spring. Parents of all ELL's are invited to a Parent Workshop at the beginning of the school year. At this meeting they learn about our school's ESL program, methods of instruction, goals of the program and expectations for their child. Parents of students who are no longer entitled to ESL services because they received a level of Proficient on the NYSESLAT, are informed of their child's status in their native language, too. The ESL teacher has determined that according to the Parental Choice documents on file, the ESL program at I.S. 211 is aligned 100% with the parental requests on the Parent Survey and Selection Form. ALL parents have chosen English as a Second Language as the program of choice for their child. Presently, we do not have plans to change/add programs available to ELL's since we are in TOTAL alignment with Parent Choice. However, we would add Bilingual or Dual Language classes if the parents of 15 or more same language General Education students on 2 contiguous grades, requested it. Parent Workshops are held regularly throughout the school year. In addition to the ESL teacher, the Parent Coordinator and translators are present at the meetings. Guest speakers include supervisors, lead-teachers, behavior modification teachers, teacher specialists, subject area teachers and guidance counselors. Parents are encouraged to have an ongoing dialogue with the school's staff throughout the year. We encourage parents to speak with us in one-on-one meetings, phone conversations and regional meetings. Parents are informed of school events in their native language in a timely manner. Translators are always made available.

Within ten days of admission, all ESL "eligible" students are administered a LAB-R assessment test by the certified ESL teacher. Based on the results of this exam, if "entitled" to ESL services, the student is placed in the appropriate class. I.S. 211 is organized in to three distinct academies. All General Education ELL's are housed in the "Cultural Arts Academy." This enables both students and

teachers to have close proximity to the ESL classroom, its' resources, and the ESL teacher, at all times. These students are placed in one class on each grade. Housing students in the same academy in one class on each grade facilitates programming for a combination of pull-out and push-in programs.

The program choice for the parents of ELL's at I.S. 211 continues to be ESL Only. In the past 6 years, ALL (100%) of the parents have chosen "ESL Only" on the Parent Selection Forms. This corresponds to approximately ninety-five parents. Thus, the program model offered at I.S. 211 is in total alignment with all parental choices.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	13
SIFE	3	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	5

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17	2	5	7	1	6	5	1	2	29
Total	17	2	5	7	1	6	5	1	2	29

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

The ESL program at I.S. 211 is both a push-in and pull-out freestanding English language program committed to raising the standards of all English Language Learners. We do not have any self-contained ESL classes. There are a total of 29 ESL students in the school.

Regular education students are placed in one class on each grade in the Cultural Arts Academy. Housing students in the same academy and in one class on each grade facilitates programming for a combination of pull-out and push-in programs. This organization ensures that every ELL receives the mandated number of instructional minutes according to their proficiency level. During pull-out classes, students are grouped according to their proficiency levels on the NYSESLAT and LAB-R. SWD are placed in classes based on their IEP's. ELL's are assured their mandated number of instructional minutes by the ESL teacher as per CR Part 154. Beginning and Intermediate level students receive 8/45 minute periods of ESL weekly. Advanced students receive at least 4/45 minute periods of ESL weekly and 8 periods of ELA weekly. All ESL instruction for regular education students is a combination of pull-out and push-in periods. Students With Disabilities are served as per their IEP's and receive all their ESL instruction in a pull-out format. We do not have any NLA programs, however, native language support for the content areas are given through the use of bilingual glossaries, bilingual picture glossaries, and when needed, the assistance of our multi-lingual staff. The ESL teacher, Randi Goldman, provides content area support for ELL's by using bilingual glossaries and bilingual picture glossaries, OPD for the Content Areas, SIOP books, re-presenting content area lessons in small pull-out groups, and pushing in to content area classes.

The staff at John Wilson follow a high-quality curriculum in a supportive and effective learning environment that enables our students to meet NYS's student academic achievement standards. Classes travel together, except for related services. Students are placed homogeneously. Grade 6 students have the same teacher for the Core Content Blocks ELA/Social Studies and Math/Science. Targeted and differentiation of instruction is used in all subject areas to ensure that all learners are reached. All content-area teachers enhance their lessons using Smart Boards. School leadership and teachers use the results of the Interim Assessments to drive instruction. Instructional approaches and methods used to make content comprehensible to enrich language development includes strong cognitive involvement, as well as contextual support. Language in the content areas is amplified. Teachers continue to emphasize the use of "scaffolding strategies" for ALL ELL subgroups. These include: bridging, modeling, contextualization, metacognitive development, text re-presentation and schema building. I.S. 211 combines the principles of second language learning with the language development necessary for success in content area classes. This allows students to learn content area material while simultaneously developing English skills. Proficiency in the English language is essential in order to meet the standards in academic content areas. This is the explicit goal of the school leadership and teachers of our school.

A. Programming and Scheduling Information

Literature and content based instruction is aligned to the New York State Learning Standards for information and understanding; English for literary response, enjoyment and expression; English for critical analysis and evaluation; English for social classroom interaction; and English for cross-cultural knowledge and understanding in the four modalities of listening, speaking, reading, and writing. Explicit ELA is delivered in ninety minute blocks using America's Choice rituals and routines. This year we are continuing with the combined use of "SPRINGBOARD" and "AMERICA'S CHOICE." This Balanced Literacy program utilizes ESL methodologies within the workshop model and incorporates fluency, vocabulary and text comprehension into the components of read alouds, shared reading, guided reading, independent reading and writer's workshop; which all correspond to NYC Performance Standards in ELA. Students who are advanced/accelerated in ELA are invited to participate in a daily, early morning, enrichment program.

Explicit Math is also delivered in 90 minute blocks utilizing the workshop model. New York State Learning Standards for Math are emphasized. Impact Math (Glencoe) is supplemented by Hot Words, Hot Topics. Differentiated and Balanced Math lessons utilizing ESL methodologies include a Motivation: Explore: Think/Explore/Discuss, a mini-lesson, work period and culminates with a few minutes of Share/Summarize. Manipulatives are used whenever appropriate. Advanced/accelerated Grade 8 students are invited to participate in an A.M. Integrated Algebra Regents Course. This year, 2 of our ELL's are part of this elite group.

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

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

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

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

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

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

A. Programming and Scheduling Information

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

New this year is Universal Design for Learning. It aligns the curriculum to Common Core standards. It especially supports ELL's and students with special needs. Aligned tasks are embedded in each unit of study. Each Common Core-Aligned Task is accompanied by a variety of instructional supports including: culminating performance tasks, guidance and use of UDL principles for each task, rubrics and/or scoring guides, annotated student work ranging across levels and task specific supports.

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

Specific needs of individual long-term ELL's are assessed by their subject area teachers, as well as the ESL teacher and other support staff. Results of standardized tests, baseline DRA, Acuity test scores, Alternate Assessment and monthly ELA and Math assessments, are combined with teacher assessments of class work, homework, promotional folders and anecdotes, to determine the specific needs of each student. Based on these findings, the long-term ELL may be placed in a class with the following services; AIS, Read 180 and Great Leaps programs. In addition, they may be recommended for the Saturday Academy, Extended Day Program 37.5 minute instruction, and the Title III ESL After-school Program. Most of our Long-Term ELL's are Students With Disabilities. This year we have an unusually high number of long-term ELL's with special needs. They receive differentiated instruction that is spelled out in their IEP's.

ELL's who are suspected of having learning disabilities are afforded the opportunity to become acclimated to their new environment and their new language before they are referred for an evaluation. Interventions and supplementary services are given prior to a full bi-lingual CSE evaluation. If an evaluation is deemed necessary, their parent is informed of this need in their native language. Intake and other meetings with CSE are in the parent's native tongue. Students are provided with a bilingual multidisciplinary evaluation. At I.S. 211, ELL's with disabilities are provided with a special education program, which is consistent with CR Part 200 and CR Part 154 when so indicated on their IEP. Since we do not have any bi-lingual special education classes, ELL's recommended for bilingual special education services have an alternate placement bilingual paraprofessional and receive ESL services as determined by their NYSESLAT score. ESL methodologies are used by their special education classroom teachers. Many of our special needs classes are now departmentalized. This has benefitted both teachers and students alike. It allows our teachers to choose a subject and engage in all PD opportunities and congruence in specific content areas. They teach the BLOCK COMMON CORE subjects of Math and Science or ELA and Social Studies. Monday-Thursday we offer a one hour after-school program specifically designed for SWD's, only. It is taught by licensed Special Education teachers. Many of our SWD's are also part of our after school Champions Program.

Teachers of ELL-SWD's utilize age-appropriate materials consistent with their grade level curriculum. ESL strategies are especially beneficial to the ELL-SWD. Total Physical Response is a time proven successful methodology when used with all levels of ELL's. The Natural Approach, Scaffolding, Partnering, etc. are also used. Teachers of ELL-SWD's incorporate the same basic ESL methodologies as their general ed colleagues. Teachers are made aware of the students' background, previous educational experiences and all pertinent family information (i.e: did the child move to the U.S. with family, is he/she living with a parent, if not, then who?) Teachers are nurturing and highly professional. There are teacher made materials that reflect the ELL's level of English ability and their educational capability. Materials reflect the classroom population and other cultures, as well. SWD's in 12:1 classes are expected to follow the same curriculum as general ed students. Lessons are enhanced with Sheltered English books and teacher made materials. Activities utilizing different modalities and graphic organizers, help the students "see" what they are learning. Simple directions, modeling, demonstraions, frequent summaries, realia and re-presentation, make learning more comprehensible for the ELL-SWD. Students in 12:1:1classes follow a somewhat different curriculum; it is based more on their IEP. Many of their educational activities are taught in centers. Interactive groups allow students to take on different assignments to complete the assigned tasks. There is lots of flexibility in timing for most activities that these students engage in. Students who take the NYS assessment exams receive extended time as per their IEP. They are entitled to take the exams in English and/or their native language. If the exam is not available in their native language, they are entitled to oral translations. Presently, the IEP's of 7 of our ELL- SWD's indicate the students need an alternate placement paraprofessional; 1 indicates the student needs an alternate placement/health paraprofessional; 1 indicates the student needs a health paraprofessional; 4 do not indicate a

A. Programming and Scheduling Information

paraprofessional is needed, these include 2 students who are in self-contained classes and 2 students who are in Resource Room. This year, 44.8% of the ELL population is SWD's. This is an unusually high percentage for our school.

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.

Native Language Usage/Support

Transitional Bilingual Education (TBE)

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

B. Programming and Scheduling Information--Continued

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

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

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

Targeted intervention for Math is using IMPACT MATHEMATICS supplemented by Hot Words, Hot Topics. The HWHT Planning Guide provides students with additional support on concepts through practice problem sets and a glossary of mathematical terms, symbols and formulas. Students get additional help during 37.5 minutes, Lunch'n'Learns, pull-out instruction, and push-in by lead teachers, resource room teacher, and ELL specialist. The ESL teacher gives all ELL's a bilingual math glossary in their native language and English, to use at school and at home. Math picture glossaries in English only are also made available.

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

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

Transitional ELL's parents' (students who have attained the level of Proficient on the NYSESLAT) are notified in their native language. Proficient level students continue to learn through scaffolding, and remain in the "Cultural Arts Academy." They are placed in the same class on each grade as the ELL's so that they can benefit from the services of the ESL teacher during periods of push-in. Students who received a score of Proficient on the NYSESLAT in the past 2 years are entitled to extended time on all NYS exams; bilingual versions of the exams and/or exams translated in to their native language. They are also invited to participate in our Title III program and all special

events geared specifically towards the ELL's. They are encouraged to visit the ESL teacher regularly to discuss concerns, problems, progress, etc. Subject area teachers are informed that Proficient level students are second language learners and may have needs that are different than native English learners and more similar to the ELL's in their class.

When needed, our Math teachers continue to translate tests and notes into the children's native language. Utilizing both English and the native language, enables newcomers to learn the mathematical concept and have follow through in a more comprehensive way. Taking tests in both English and their Native Language prepares ELL's for the NYS Math test, as well. Our Grade 8 ELL's are part of the general ed population of an Integrated Team Teaching Class. This year, the native language of the Math/Science teacher for our Grade 6 ELL' is Haitian Creole and French. He uses these languages sparingly, but it is comforting to both students and parents alike to have him as part of our team.

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

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

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

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

Presently, we do not have any activities to assist newly enrolled ELL's before the beginning of the school year. Students who are entering grade 6 from local elementary schools, have an opportunity to tour the building and visit the ESL classroom during the month of June.

Grade 8 general education ELL's are enrolled in 3 periods of Spanish weekly. Since Spanish and French are "romance Languages" with the same Latin roots, our French speaking students tend to do exceptionally well in their Spanish language classes.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

Teachers and paraprofessionals working in the Cultural Arts Academy and the entire I.S. 211 community, acquire an appreciation for the cultural diversities of our students. They receive training and Professional Development that focuses on ESL standards, instructional methodologies, materials and differentiating instruction. We concentrate on how to make content area subjects more comprehensible for ELL's. We address ways in which eighth grade ELL's can research and complete their Science and Social Studies Exit Projects. As our ELL's transition from one level to another, cohorts meet to determine the most effective differentiated instruction for each student. Since all our general education ELL's are in one class on a grade, students are supported as they transition from one level to the next. In addition, we keep our newly proficient ELL's in the same classes as our ELL's, so they receive the continued support of the ELL teacher during push-in periods; and the expertise of teachers trained in ESL methodology. After all, CALP can take up to 7-8 years. These students are invited to all ELL events, as well as our Title III after school program.

Housing our ELL's in the Cultural Arts Academy, has afforded us the opportunity of continuous PD with most of the same pedagogues year after year. Both our District 18 ESL Specialist and Empowerment RIS will emphasize scaffolding techniques during PD workshops in all content areas. Teachers will be trained in the six types of scaffolding, which include; modeling, bridging, contextualization, schema building, text-re-presentation and metacognitive development. Staff will also receive PD as to how best to use graphic organizers, the workshop model and writer's workshop for ELL's. In-house Lead Teachers will give PD from America's Choice in ELA, Math, Science and Social Studies. This includes the use of the DRA, running records, conferencing and other assessment tools. The ESL teacher engages the staff in various ESL methodologies including TPR, The Natural Approach, Cooperative Learning, and Cognitive Academic Language Learning Approach (CALLA.) Our Teacher's Center has purchased numerous books as resources for teachers of English Second Language Learners. One of the biggest concerns people have is how to communicate with the newcomer. Time tested techniques and ideas are happily shared, as well.

Professional Development is also delivered during grade and faculty conferences, weekly subject area congruence meetings, study groups, Lunch'n'Learns, and 37.5 planning meetings on Thursdays. Teachers are asked to sign in @ all PD sessions. This list is kept on file in the school. In reality, our teachers receive far more than the mandated 7.5 hours of Jose P. mandated training. Teachers are afforded the opportunity to take courses listed in Protraxx, and for those who are in school, they are encouraged to take some form of education course which addresses the needs of the English Language Learner. Touro College continues to offer 9 FREE credits in Graduate ESL courses, which some of our teachers have taken advantage of. Classes meet at a local high school. A few teachers and paraprofessionals took online ESL courses last year. Many of our teachers are QTEL certified. In addition, there is in-class assistance to support teacher knowledge and instructional strategies. Articulation is ongoing through individual meetings, grade conferences and Cultural Arts Academy meetings.

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

E. Parental Involvement

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

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

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

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

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

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

A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		3		4				9
7	6		5		2				13

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

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

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

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

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
Test)								
Chinese Reading Test								

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

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

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

What made this year's data pattern across NYSESLAT modalities different and extremely unusual, are the significantly high number of students that tested out, or scored at the Proficient level. Aida Walqui (2000) states that instructional programs with high levels of rigor and support result in higher academic achievement of ELL's. Our unique Cultural Arts Academy structure enhances our ability to work together as a cohesive unit. We will certainly continue to raise the bar and propel our students to meet high levels of success. Grade 6 students scored higher in the Reading/Writing modalitiy than in the Listening/Speaking modality. We will concentrate on making the spoken word more comprehensible. This will be done using read alouds, having students follow extensive oral directions, note taking while listening to oral lessons, and re-presenting story scenarios others tell them. Students in Grades 7 and 8 scored higher in the Listening/Speaking modality than in the Reading/Writing modality. We will concentrate on making the written word more comprehensible. This will be done by using leveled and age appropriate reading material, one-on-one reading with the teacher, the use of phonics, and bilingual glossaries.

The NYSESLAT test result patterns will affect our instructional decisions in the following manner. Using language to learn language is what the NYS ESL Learning Standards are based on. We will accomplish this by using all four language skills-reading, writing, listening and speaking. Teachers will use a rich repertoire of scaffolds to support students' understanding of the main academic content. Reading plays a crucial role in second language acquisition, as does using language in meaningful and authentic situations. ELL's need to learn language for everyday living, but they also need to learn the language needed for academic success. Students will expand comprehension as they engage in language-rich experiences in both personal interactions and through text. The teaching of language will be made explicit in the ESL and content area classrooms, by the ESL teacher, Randi Goldman, and all content area teachers. It will NOT be the core of the ESL curriculum. We will teach explicit language through the use of mini-lessons and the workshop model. Students will be able to “create” meaningful language that typifies ESL instruction. We will use a balanced literacy approach. Programming will be facilitated in large blocks of time for reading and writing instruction in small groups. Classroom libraries are rich in text of different genres and varying degrees of difficulty, appealing to the newcomer through the advanced student.

The Assistant Principal, Coach, ELA, Math, Science and ESL teachers in the Cultural arts Academy analyzed the results and the patterns across proficiencies and grades for all the NYS exams. Very few students chose to take the NYS exams in their native language. When compared to the rest of the school, our Grade 6 and 8 general education ELL's did better than their peers on the ELA, Math and Science exams. Our Grade 7 students performed similar to the rest of their class. A student from Peru who started school 3/30/10 took the Science exam in Spanish and got a 3, and took the Math in English, and also got a 3. A brand new student, who came after the ELA and Math exams, took the Science test in Haitian Creole and got a 2. Surely, this student had an excellent foundation in Science. For these 2 students, taking the tests in their native language facilitated their answering the questions correctly.

School Leadership Team meets regularly to discuss the results of the ELL Periodic Assessments. The results of these exams drive instruction in all subject areas. Teachers design units of study to meet the diverse needs of our ELL's while still targeting grade-level/course standards. School Leadership may suggest additional support, such as Extended-day, one-to-one tutoring, Saturday Academy, AIS, Read 180, or one of our other intervention programs. We know that small-group work is most important to meet the diverse needs of our ELL's.

The periodic assessments enable us to see the strengths and weaknesses of each student. We can also determine if the student is more of an auditory or visual learner. With this knowledge, we can create lessons that address the needs of all students. We also use Curriculum Maps to measure the progress ELL's are making in Listening, Speaking, Reading and Writing. Teachers of ELL's meet continuously to address the needs of each individual student. Planning to meet the needs of each ELL is based upon teacher observations; student classwork, homework, in class participation, content area assessments and ELL Assessments, in addition to individual student abilities and capabilities.

Additional Information

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

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

Part VI: LAP Assurances

School Name: I.S. 211

School DBN: 18K211

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Buffie Simmons	Principal		10/11/11
Carolyn James	Assistant Principal		10/11/11
Guy Williams	Parent Coordinator		10/11/11

School Name: I.S. 211**School DBN: 18K211****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Randi Goldman	ESL Teacher		10/11/11
Dorothy Atknsn/PTA Pres.	Parent		10/11/01
Jose Rios/Math	Teacher/Subject Area		10/11/11
Pauline Parker-Johnson/Sci	Teacher/Subject Area		10/11/11
	Coach		
	Coach		
Catherine Letren	Guidance Counselor		10/11/11
Bob Cohen	Network Leader		10/11/11
Arrox Desronvil	Other <u>Teacher/SWD</u>		10/11/11
Natasha Manoo	Other <u>Speech Therapist</u>		10/11/11
Dorothea Crawford	Other <u>Test Coordinator</u>		10/11/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

We are also aware of the fact that there are parents of English proficient students who may be in need of interpretation and translation services. We obtain this information from various ATS reports, including RPOB. The Parent Surveys are reviewed periodically to identify the language of parental choice for school notifications.

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

Based on the findings from personal interviews and ATS, we have determined that all primary languages spoken by the parents of the students of I.S.211 are covered languages. This means that they are amongst the eight most common primary languages, other than English, that are spoken by persons living in New York City, as identified by the Department of Education. All of the Arabic speaking students are from Yemen and live with an English literate father. Their mom's are not as proficient in speaking English. Our Egyptian, Arabic speaking female paraprofessional translates for them. They have her cell number and

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

Part B: Strategies and Activities

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

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

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

All documents that are disseminated to parents in District 18 will be translated by them and sent to our school for distribution. This includes, Discipline Codes, letters pertaining to holdovers, promotional criteria and summer school. As has unfortunately been the case in the past few years, we will disseminate crucial medical information in the languages spoken in the home and English as per RPOB. Our Parent Coordinator and Lead Teachers will translate notices about parent meetings, student progress and all other written materials that may be needed, so that all parents can be well informed about their child and his/her education. Our Parent Coordinator has received EPIC training. He is constantly in touch with parents via e-mail. He sends out notices about grades, meetings, upcoming events, etc. Presently, 80% of the ELL families are on his e-mail list. All these parents have computer access, e-mail addresses, and the ability to translate e-mail communications on their

computers, in to the language of their choice.

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: I.S. 211	DBN: 18K211
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 28
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

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: Title III funds will be used for 2 distinct small group after-school programs, both of which will utilize computer technology. Previously, performance of our ELLs on the NYS Science and NYS Social Studies Exams was below their performance on the NYS ELA and NYS Math Exams. However, this past year, our ELL's performance on the NYS Science Exam was at or above, the rest of the school population. However, 22% of the ELL's took the exam in their native language. The NYS Social Studies Exam has been discontinued, but most ELL's do not have the foundation in American history needed for Grades 7 and 8 Social Studies. In general, one of the most misunderstood assignments students must complete is that of a research paper. Most don't know where or how to begin. We hope to increase the NYS Science Exam scores, and scaffold knowledge needed to complete NYS Middle School Social Studies curriculum, by working with the students on their Science and Social Studies research/Exit projects. This past year, the biggest complaint from teachers about their students' research papers, was that they were taken from the web verbatim, in other words, plagiarized. Since students in all grades must complete some type of research project, we will teach ALL of our ELLs how to collect information from a variety of sources in order to choose a topic that interests them. They will learn how to do a web search, gather information from the web and make folders, and record entries using Microsoft, Mac Word and Pages. They will learn strategies for using technology to collect and discover facts and details about topics of interest. Search engines that are geared to middle school students and ELLs

(i.e., Babblefish.com and Google Translator.com translate Word documents into other languages) will be introduced. Students will learn the advantages of bookmarking sites, as well as how to cut and paste URL's. "Microsoft Word", "Mac Word" and "Pages" will be used to teach them word-processing skills. The contents and formats of bibliographies will be stressed. In addition, Grade 8 students will learn how to make a Power Point presentation, which is a requirement of their Science and Social Studies Exit projects. Using "Sheltered English," newcomers will learn how to recognize letters of the alphabet, then words, and will be able to read and comprehend sentences, paragraphs and stories, sooner than ELL's who are learning English without computer technology. Students will be allowed to use the "Speech Recognition" mode for commands and dictation. Using computers, enhances the use of instructional scaffolding. In addition to the Mac Books previously purchased, we will buy 2 Mac Book Pro Laptops for sole use by the ELL's in the Title III After School Program. Miriam Acosta-Sing states in "Laptop Use and Impact in the Context of Changing Home and School Access" that the benefits of student computing reach far into a child's future as students can collaborate more and improve their writing, as well as their presentation skills, when technology is present. The students' newly acquired computer and research skills will help make their projects more meaningful and manageable.

Part B: Direct Instruction Supplemental Program Information

High quality differentiated instruction is the key to meet the needs of the English Language Learners. Students in classes that engage in differentiated instruction, achieve better outcomes than students in classrooms without differentiation. (Csikszentmihalyi, Rathunde, & Whalen, 1993; Tomlinson, Brighton, Hertberg, Callahan, Moon, Brimijoin, et al., 2003) In 1995, the Association for Supervision and Curriculum Development stated that “considerable evidence support the conclusion that the differences in achievement between students of mainstream and non-mainstream backgrounds are not the result of differences in the ability to learn, but rather of differences in the quality of instruction they have received in school.” “Teachers see more confidence in students’ computer skills and increases in quality of work.” In 1996, Lahm concluded that the effectiveness of computer instruction is attributed to the higher interaction required for responses and active learning. Using computers affords teachers the opportunity to utilize instructional scaffolding. This includes modeling, bridging, contextualization, schema building, metacognitive development and text re-presentation.

Classes will begin the beginning of October and end in the middle of June.

Students in Grades 6 and 7 will meet for 28 sessions on Mondays from 3:30 P.M.-5:30 P.M. All classes will be taught by the NYS certified ESL teacher. A trained technology teacher will co-teach for 4 sessions of parent/student technology workshops plus 1/1-hour session of technology for students, only. A QTEL trained, licensed NYS certified Science teacher will co-teach 4/ 1hour sessions of very small group work to research and write final science projects with students. A licensed NYS Social Studies teacher will co-teach 4/ 1 hour sessions of very small group work to research and write various Social Studies research projects.

Students in Grade 8 will meet for 28 sessions on Tuesdays from 3:30 P.M.-5:30 P.M. All classes will be taught by the NYS certified ESL teacher. A technology teacher will co-teach for 4/ 1hour sessions when we have our parent/student technology workshops plus 1/ 1 hour session of technology for students, only. After learning the how-to’s of basic researching, we will pay particular attention to the rubrics for the written, oral, graphic and Power Point components of the Grade 8 Science and Social Studies Exit Projects. A QTEL trained and licensed NYS certified Grade 8 Science teacher will co-teach 4/ 1-hour sessions of very small group work to assist students in completing all components of Grade 8 Science Exit Projects. A NYS certified Social Studies teacher will co-teach for 4/ 1-hour sessions to assist very small groups of students complete their Social Studies Exit Projects.

Students who need additional time and/or help on projects, can attend classes on any/all of the 19 sessions on Friday afternoon from 3:00 P.M.-5:00 P.M.

ESL teacher will hold 4/1hour sessions of PD for the 3 teachers working in the after school program. Teachers will be paid the training rate.

We will continue to learn on Apple Macintosh computers. We will add 2 new Mac Book Pro’s to our collection of Mac Books; so all students/parents can work on the same operating systems.

Grades: 6 & 7

of Total Sessions: 28

Part B: Direct Instruction Supplemental Program Information

Start/End: Beginning of October through the middle of June

Time/Date: 3:30-5:30 pm

of Sessions Taught by ESL Teacher: 28

Sessions Co-Taught by Science/Social Studies Teacher: 4/ 1-hour sessions each for Science and Social Studies. Very small group work to research and write final Science and Social Studies projects. These sessions will take place in January, February and March.

Sessions Co-Taught by Technology Teacher: 5/ 1-hour sessions, made up of 4 parent/student technology workshops, and 1 technology workshop for students only. The parent workshops will be in December, January, March and April.

Grade: 8

Number of Sessions: 28

Start/End: Middle of September through the middle of June

Time & Date: Tuesdays/3:30 – 5:30 pm

of Sessions Taught by the ESL Teacher: 28

Sessions Co-Taught by Science & Social Studies Teachers: 4/ 1-hour sessions dedicated to Grade 8 Science Exit Projects. These sessions will take place in December, January and February.

Sessions Co-Taught by Technology Teacher: 5/ 1-hour sessions, made up of 4 parent/student technology workshops, and 1 technology workshop for students only. The parent workshops will be in December, January, March and April.

Grade: 6-8

of Sessions: 19

Start/End: October through the middle of June

Time/Date: Fridays/3:00-5:00 P.M.

of Sessions Taught by the ESL Teacher: 19

Sessions Co-Taught by Science & Social Studies Teachers: Additional time for research projects

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: Begin description here: The licensed ESL teacher will provide Professional Development for the Science, Technology, and Social Studies teachers. She will concentrate on using ESL methodology when teaching the skills needed to do meaningful and productive research. Formats for writing and researching projects using PC's and Mac's on the web will also be focused on. The ESL teacher will discuss how these can most effectively be taught using ESL methodologies, especially instructional scaffolding. We will jigsaw articles from EPIC to share the latest research on best instructional practices for teaching /showing ELL's how to do meaningful research and how to share it with their classmates. There will be 4 sessions of PD for 1hour each. They will take place in the ESL classroom from 3:30 P.M.-4:30 P.M. on 4 Wednesdays during the school year.

- December 5, 2012: How to Introduce Students to Word Processing
- January 16, 2013: Teaching students how to do meaningful research using a variety of resources, including the internet
- February 6, 2013: Format and expectations for the written, oral and graphic components of the Grade 8 Social Studies and Science Exit Projects
- March 13, 2013: Adapting Social Studies and Science Exit projects into meaningful and interesting oral presentations.

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: Parents of all ELLs will receive written notification in both English and their native language of their child's placement in our Title III after school program.

Parents of all ELLs will be invited to a workshop to learn about the Title III program and other after school programs available to their children. This meeting is attended by many teachers and

Part D: Parental Engagement Activities

paraprofessionals. Thus, we will have our in house translators in attendance. Parents will be invited to 4 small group parent/child technology classes for each grade. Each parent will sit next to their child for introductory classes in word processing, searching the web, and writing research reports. The majority of our students and parents speak Haitian Creole/French/English. The teacher of these workshops is a Haitian Creole and French speaker. The ESL teacher will translate for the Spanish-speaking parents. In the past, none of our Arabic and Chinese speaking parents have joined us at these workshops. However, if they choose to do so, we will ask our Arabic and Chinese paraprofessionals to join us and serve as translators. The knowledge parents gain will empower them to help and guide their children in completing standards based research.

It is our hope that this program will inspire our parents to pursue other avenues of learning as to how to incorporate technology into their lives. This technology training will prepare both students and their parents for higher education and the working world. They will learn to function in a world where computers dominate. All parent workshops will be 1 hour in length and will take place in the ESL classroom. Both the ESL and Technology teachers will be present, so that we can maximize the parent's experience.

- November: Introduction to “Word Processing”/ Using the Speech Recognition Tools and translation sites to facilitate ELLs
- December: How parents can help their children do meaningful research using the internet and other resources
- January: How to use word processing to adhere to the format and rubrics for Science and Social Studies Research and Exit Projects
- April: Celebration and presentation of final written, oral and Power Point research projects

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 		

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.
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		