



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: COMMUNITY SCHOOL 211- THE BILINGUAL SCHOOL

DBN (i.e. 01M001): 12X211

Principal: BETTY GONZALEZ-SOTO

Principal Email: BSOTO5@SCHOOLS.NYC.GOV

Superintendent: MYRNA RODRIGUEZ

Network Leader: PETRINA PALAZZO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Betty Gonzalez-Soto	*Principal or Designee	
Theresa Massaro	*UFT Chapter Leader or Designee	
Melissa Diaz	*PA/PTA President or Designated Co-President	
Irsa Morales	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Frank Quinones	CBO Representative, if applicable	
Neida Guzman-Etricks	Member/ SLT Chairperson, Sp. Ed. Teacher	
Andrew Villafañe	Member/ UFT Member, PE Teacher	
Lillian Santiago	Member/ UFT Member, Special Education Bilingual Teacher	
Daisy Jimenez	Member/ Title I Representative, PTA Parent Member 5 th grade student	
Olga Del Valle	Member/ PTA Parent Member Early Childhood Program, 3 rd & 4 th grade students	
Brenda Ramos	Member/ PTA Treasurer, Parent Member 6 th & 8 th grade students	
Heredia Samara	Member/ PTA Secretary, Parent Member 3 rd grade student	
Elsie Bota	Member/ PTA Vice President, Parent Member K student	
Desirea Vega	Member/ Parent Member 1 st grade student	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 1. 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 12X211

School Configuration (2013-14)

Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	637	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	8	# SETSS	N/A	# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2013-14)					
# Visual Arts	1	# Music	N/A	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	87.0%	% Attendance Rate			90.2%
% Free Lunch	91.7%	% Reduced Lunch			4.4%
% Limited English Proficient	28.1%	% Students with Disabilities			21.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			12.3%
% Hispanic or Latino	87.1%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	0.2%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	13.17	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			7.0%
% Teaching with Fewer Than 3 Years of Experience	12.0%	Average Teacher Absences			8.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.3%	Mathematics Performance at levels 3 & 4			14.1%
Science Performance at levels 3 & 4 (4th Grade)	76.9%	Science Performance at levels 3 & 4 (8th Grade)			69.1%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			95.8%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	Limited English Proficient			No
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	Limited English Proficient			No
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			Yes
Economically Disadvantaged	Yes				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP						
Describe the strengths of your school's 12-13 SCEP.						
<ul style="list-style-type: none"> • According to the 2012-13 Progress Report, student progress has improved from 22.2 to 35.8. • Safety has improved overall according to the School Survey. • We met 2012-13 Goal #4, "By June 2013, student suspensions will decrease by 5% as measured in the Online Occurrence Reporting System as compared to the previous school year (2011-12)." • We met 2012-13 Goal #5, "Maintain a well-developed status by designing engaging and rigorous curricula, including the Arts, for a variety of learners and aligned to key State standards. Having partnerships with different organizations will strengthen our student academic performance especially in ELA and Math." We have engaging and rigorous curricula, including in the arts, and our partnerships help our students develop as well-rounded individuals. 						
Describe the areas for improvement in your school's 12-13 SCEP.						
<ul style="list-style-type: none"> • From our 2012-13 SCEP we did not meet the following goals: <ol style="list-style-type: none"> 1. To improve teacher effectiveness by developing a shared understanding of instructional excellence. 2. Students will raise our overall proficiency rate in ELA and Math by 5% including ELL and SWD subgroups. 3. Provide a variety of opportunities for teacher growth and development by integrating pedagogues in professional development activities and in academic planning and decision making process to enhance our student performance. • Student performance needs to improve. 						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
<ul style="list-style-type: none"> • The need to create 3 bridge classes in elementary and middle school was a difficult academic challenge for teachers and students. • A high rate of staff absences, including teachers and service providers, created a significant obstacle for student performance. • Our 2012-13 Goal #1 referred to improving teacher effectiveness by improving school leaders' use of data and student work in evaluating teacher performance. The many conflicting responsibilities of school leaders affected their ability to evaluate teachers consistently. • We did not meet 2012-13 Goal #2, about raising proficiency rates for ELA and Math in all subgroups, partially because of the increased difficulty of the CCLS-aligned NYS tests. • We did not meet 2012-13 Goal #3, improving student performance through differentiated professional development, due to the limited input of teachers in designing and providing professional development. 						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
<ul style="list-style-type: none"> • We met 2 of 5 goals: <ul style="list-style-type: none"> ○ Goal #4 – According to OORS data, overall student suspensions decreased from 75 in 2011-12 to 32 in 2012-13, even though Superintendent suspensions remained the same (10). ○ Goal #5 – According to our Arts Coordinator's data, all students (including ELLs and SWDs) participated in community programs. However, no data reflects the direct impact of these programs on the academic performance of students. 						
Were all the goals within your school's 12-13 SCEP accomplished?			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Yes</td> <td style="width: 33%; text-align: center;">x</td> <td style="width: 33%; text-align: center;">No</td> </tr> </table>	Yes	x	No
Yes	x	No				
If all the goals were not accomplished, provide an explanation.						
<ul style="list-style-type: none"> • For Goal #1, in spite of observations, professional development and network support, many teachers continue to implement teaching practices such as: <ul style="list-style-type: none"> ○ using primarily whole group instruction (no differentiation), ○ using low-level questioning ○ giving tasks that are not CCLS-aligned and ○ inconsistent lesson planning. • For Goal #2, in addition to the teaching practices mentioned above, due to the increased difficulty of the CCLS-aligned NY State assessments in ELA and Math, many of our ELLs and students with disabilities did not meet the level of Proficiency in ELA and/or Math. 						

- All of the above contributed to directly preventing many of our ELLs from achieving a level of Proficient in the NYSESLAT. As a consequence, we did not reach the expected levels on the AMAOs.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

- The need to create bridge classes in elementary and middle school is a difficult academic challenge for teachers and students. Currently we have bridge classes in these grades: third/fourth monolingual, third/fourth/fifth bilingual ICT, fifth/sixth bilingual,
- Inconsistent staff attendance.
- The administration has been reduced by one Assistant Principal, which increases the responsibilities and amount of teacher observations per administrator.
- Our Transitional Bilingual (TBE) program is not providing sufficiently rigorous instruction aligned to CCLS for ELLs.
- We need the CBOs and other providers to provide assessment data and analysis on how their programs are strengthening the academic and social-emotional and communication skills of our students.

List the 13-14 student academic achievement targets for the identified sub-groups.

Based on the 2011-12 NYS Accountability Report, we only met the AYP for Science, but not for ELA or Math. We did not meet the AYPs for any of our subgroups in these subject areas. For 2012-13, we anticipate an improvement in meeting our AYPs due to our score on the 2013 School Progress Report in the area of Student Progress. Our AYP targets for 2013-14 are:

ELA & Math

- Increase the number of testing students in Grades 4-8 scoring at Proficiency (Levels 3 and 4) by 5% as measured by the Progress Report.
- Decrease the number of testing students in Grades 4-8 scoring at Level 1 by at least 5% (10 students or more) as measured by the Progress Report.
- By Subgroups: (based on data in ARIS from 2012-2013)
 - At least 20% of testing ELLs in grades 3-8 will score higher than Level 1 in ELA and Math (an increase from ELA->5% and Math->8%).
 - At least 25% of SWDs who test in grades 3-8 will score higher than Level 1 in ELA and Math (an increase from ELA -> 19% and Math -> 15%).

NYSESLAT

- During the 2013-14 school year, the target for AMAO 1 is 66.4%, which is estimated to be 114 students.
- During the 2013-14 school year, the target for AMAO 2 is 14.3% which is estimated to be 24 students.

Describe how the school leader(s) will communicate with school staff and the community.

- Faculty conferences
- Grade/Department meetings
- Inquiry team meetings
- Email, memos, circulars

Describe your theory of action at the core of your school's SCEP.

If we implement the new CCLS-aligned ELA and Math curriculum will improve student performance, including our ELLs, SWDs, Hispanic and Latino, and Economically Disadvantaged will improve.

Describe the strategy for executing your theory of action in your school's SCEP.

We are implementing the new ELA and Math programs as we have been trained, with ongoing support from our network, Literacy Coach, ESL Consultant and Math Consultant.

- Our Instructional Focus for the year is Language Development, with an emphasis on strengthening academic language and vocabulary.
- School wide, our 37.5 minute extra period focus is on our ELL population.
- ELLs at the Advanced level of proficiency in grades 3-8 were transferred to monolingual classes with ESL support. Additionally, in grades 5-6 and 8, the TBE classes are receiving ELA/ESL instruction from native English speaking teachers.
- Our ELL Consultant meets with Bilingual teachers weekly. She also meets with teams of other teachers in grade bands K, 1-2, 3-4, 6-8 in month-long cycles.

We are implementing an AIDP program to improve the attendance of chronically absent students.

Implement the Teacher Development Program: Advance.

List the key elements and other unique characteristics of your school's SCEP.

We have a strong emphasis on the Arts reflecting our belief that our children will develop stronger critical thinking skills, display

higher levels of social tolerance, exhibit greater historical empathy and develop a taste for art museums and cultural institutions from exposure to the Arts.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Principal has twenty years of successful supervisory experience. Assistant Principals have between three and six years of supervisory experience.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

As per the 2012-2013 Developing Quality Review Report recommendation in need of improvement (1.1): The school has an effective system for improving instructional strategies and monitoring teacher growth, which aligns to a theory of action and is supported by all constituents. However, opportunities for scaffolds and groupings in lesson plans for all groups of students are not yet coherent across grades and subjects. Additionally, teacher planning does not yet address the cognitive engagement for the highest achieving students.

Review Type:	DQRR	Year:	2012-13	Page Number:	6	HEDI Rating:	P
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision	X	2.3 Systems and structures for school development
2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the number of teachers receiving Effective or Highly Effective ratings in the NYCDOE’s Teacher Evaluation Development System: Advance, with a focus on domains 1e, 3b, and 3d, will increase, as administrators use observations, student work/data, and conversations with teachers to effectively evaluate teacher growth.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- Administrators will complete all observations required by the Advance program according to the option selected by each teacher. Mid-year conversations will be conducted. At the end of the school year our end of the year conversations will be completed in conjunction with our post observation conferences.
- Teacher Effectiveness Team will meet once a month to discuss the TEP implementation.
- The ADVANCE website will be utilized by school administrators to record observation details. Administrators and teachers will use ARIS: Learn for ongoing professional development. All staff members were trained using videos for professional development, instruction, specific elements of the competencies and for planning and personnel knowledge.
- Lesson planning focus will demonstrate how teachers are targeting, servicing and monitoring the participation and academic progress of different subgroups (including ELLs, SWDs, Hispanic/Latino, Economically Disadvantaged) into instructional activities.
- Teachers will plan collaboratively working to embed higher-order questions, extending opportunities for Turn and Talk, and utilizing ongoing assessment methods into their lessons.

2. Key personnel and other resources used to implement each strategy/activity

- Principal, two Assistant Principals, all Teachers and instructional providers.
- Teacher Effectiveness Team (4 Teachers), Principal, two Assistant Principals and, CAS Consultant.
- Principal, Assistant Principals and all teachers and instructional providers.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Benchmark assessments in ELA, Math, and ESL.
- MOSL Performance tests in ELA, Math, Science and Social Studies as part of the Advance program.

- Formative and summative assessments created by classroom teachers.
- NYS Assessments in ELA, Math and Science.
- Teacher observations.

4. Timeline for implementation and completion including start and end dates

- September 2013 – June 2014
- September: Initial Planning Conferences with teacher and immediate supervisor
- November – April: Formal and Informal Lesson Observations with feedback sessions. At least one informal observation and one formal observation will be completed by January 2014. Mid-year conversations by February 15, 2014. Additional informal observations will be completed by April 2014.
- May – June: End of Year Conversations and Final Rating Sessions. End of year conversation by June 2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Principal, two Assistant Principals, all Teachers and instructional providers.
Initial Planning Conference will be conducted during preparation period(s). Teacher option will be input in Advance web page before end of October 2013. Both Formal and Informal Lesson Observations will be scheduled aligned to Master Schedule. Feedback sessions will be scheduled during preparatory periods. End of Year Conversations
- Teacher Effectiveness Team (4 Teachers), Principal, two Assistant Principals and, CAS Consultant will meet monthly after school.
- Principal, Assistant Principals and all teachers and instructional providers ongoing throughout year during preparatory periods.
- Per session money for teachers working after school hours: 4 Regents classes, twice a week; 4 ESL teachers in ELLA program, twice a week.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

As per the 2012-2013 Developing Quality Review Report Recommendation in need of improvement (1.1): Although curriculum and academic tasks are planned to emphasize rigorous habits and higher order thinking schools, embedding opportunities for scaffolds and groupings in lesson plans for all groups of students is not yet coherent across grades and subjects thereby limiting efforts to consistently push all students towards higher achievement.

Review Type:	DQR Report	Year:	2012-13	Page Number:	6	HEDI Rating:	P
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 English Language Learners and Students With Disabilities will demonstrate progress toward achieving NY State **ELA** and **Math** common core standards resulting in an increase in the percentage of students scoring at proficiency level (Level 3 or 4).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. In ELA, our Literacy Coach will work with teachers from all grades. An ESL Consultant provides support and training to ESL/ELA and Bilingual teachers during weekly meetings and workshops. The Literacy Coach provides support in the implementation of the ELA Common Core Curriculum and best practices in literacy with an emphasis on our ELL and Special Education populations. This support includes grade/department meetings, one-to-one teacher conferencing and support, and grade-level ongoing professional development, planning and alignment of ELA instruction. In addition, ELA teachers attend offsite ELA Common Core (Ready Gen and Code X) professional development for further support in literacy and writing instruction. The Literacy Coach is supporting teachers' acquisition of literacy development, best instructional practices and ELA lesson planning that is aligned to the CCLS in the ELA classroom implementing Ready Gen and Code X Common Core Curriculums.

The ESL Consultant provides support and training to ESL/ELA and Bilingual teachers during weekly meetings by analyzing data to promote academic performance of targeted ELLs. Our ELL population is a targeted subgroup as well as SWDs. Flagged ELLs are closely monitored throughout the year with the goal of meeting our yearly AMAOs. Our ESL teacher will service students through a Push In model mostly during ELA blocks. She will use a Pull Out model during non-core subject classes. SETSS teachers will use Push In/Pull Out models as needed to service SWDs. Teachers work to differentiate instruction according to the levels of their ELL students as part of the 90-minute ESL/ELA block. Our ELL students participate in an ESL Academy after school every Friday from 3:00pm until 5:00pm. Also, an English Language and Literacy through the Arts (ELLA) program is offered to our bilingual students on Saturdays beginning October 2013.

Teachers meet monthly to assess student work and plan lessons to support students on an ongoing basis. Data is analyzed to assess students' growth and literacy development via running records, performance tasks assessments, conferencing assessment and writing on demand assessments. OST funded by Youth and Community Developed for elementary after school program (academic and recreational) has provided Childrens' Aid Society with the inclusion of targeted intervention for ELL and SWD. The new Citywide Instructional Expectations (CIE) are being implemented on an ongoing basis **as evidenced by _____**.

Six Inquiry Teams formed by grade level (Pre-K, 1st, 2nd, 3rd-4th, 5th-6th, and 7th-8th) are focusing on ELA instruction. These teams meet bi-monthly to look at data from ARIS and other sources, which help to guide ELA teachers in focusing instruction, developing strategies and best practices to help targeted students improve their ELA academic performance.

Beginning in January 2014, students will attend an Extended Day program two days per week. The program will focus on ELA test sophistication and practice.

2. In Math, a consultant from Generation Ready will work with math teachers for a third year during the 2013-2014 academic year. The Generation Ready Consultant is providing thirty days' worth of support to the math teachers on best practices and Common Core Learning Standards-aligned tasks through classroom observation and professional development. Areas of focus include implementing the Go Math! and Connected Math programs, Universal Design for

Learning, deepening content understanding, looking at student work, and infusing technology into math instruction.

Math teachers will meet monthly for planning, goal-setting, and implementation of the Citywide Instructional Expectations (CIE). Three Inquiry Teams have been formed by grade level, content or department (K, 5th-6th and 7th-8th) to focus on math instruction. Data from ARIS and other sources guides teachers in focusing instruction, developing strategies and best practices to help targeted students improve their Math academic performance.

Our ESL teacher will service students through a Push In model mostly during Math blocks. She will use a Pull Out model during non-core subject classes. SETSS teachers will use Push In/Pull Out models as needed to service SWDs.

Beginning in January 2014, students will attend an Extended Day program two days per week. The program will focus on Math test sophistication and practice.

B. Key personnel and other resources used to implement each strategy/activity

All ELA and Math teachers, Literacy Coach, ESL/ELL Consultant, Math Consultant, Testing Coordinator, and Administrators.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Benchmark assessments in ELA, Math, and ESL.
- MOSL Performance tests in ELA, Math, Science and Social Studies as part of the Advance program.
- Formative and summative assessments created by classroom teachers.
- NYS Assessments in ELA, Math and Science.
- ELA and Math student folders will be maintained by teachers in each class.
- Teacher observations.

D. Timeline for implementation and completion including start and end dates

September 2013 – June 2014

1. Literacy Coach meets with ELA teachers twice per month to provide Ready Gen and Code X professional development.
2. Math Consultant meets with math teachers 30 times beginning in September 2013. She meets with groups of teachers in grade bands K-2, 3-4, and 5-8, seeing each group four times per cycle to provide professional development.
3. ELA and Math Inquiry Teams meet bi-monthly.
4. Administration meets at least once a month with ELA and Math teachers during department meetings.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers attend meetings with Literacy coach and/or ESL/Math consultant(s) have been programmed as part of our 2013-2104 master schedule.
2. Classroom teachers participate in a weekly department meeting, and consultant meeting.
3. Per session money for teachers working after school hours: 4 ESL teachers in ELLA program, twice a week; at least 2 teachers per grade 3-8, twice a week

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA	Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
X	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Our 2012-13 Progress Report indicates that our attendance rate was 89.8%. We need to improve student attendance.

Review Type:	Progress Report	Year:	2012-13	Page Number:	4	HEDI Rating:	School Environment=B
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, students with chronic absences will decrease by 5% as recorded by ATS as compared to the previous school year (2012-13) attendance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

A review of the 2012-13 School Progress Report indicates that 36.2% of CS 211 students fail to achieve 90% or better attendance and thus have been identified as chronically absent. In order to address this issue, we have initiated an Attendance Improvement Plan. The plan's components will be as follows:

- a. Monthly Attendance Recognition Assemblies to recognize students and classes who have attained 90% or better school attendance will be conducted. Classes will also participate in special incentives such as class parties, trips and movie events.
- b. Implementation of an Attendance Improvement and Drop-out Prevention (AIDP) grant which will include student mentoring (target- 43 plus students) by Success Mentors and parent outreach daily. The program will also develop a school-wide publicity campaign highlighting the importance of student attendance in school.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, teachers and CBO personnel have been instrumental in identifying the need for the development and implementation of a school-wide attendance improvement Plan.
2. School administration, attendance personnel, teachers and CBO staff will conduct the Monthly Attendance Recognition Assemblies, and will award the attendance certificates to students and classes.
3. School administration, staff, CBO's Success Mentors

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We will utilize ATS comparative student attendance data (2012-2013 vs. 2013-2014) to track student progress in the reduction of severe/chronic absenteeism.
2. We will monitor the number of students who attain 90% or better in school attendance and who are recognized in the Monthly Attendance Recognition Assemblies.
3. We will monitor the caseload of each of the Success Mentors to assess their success rate in reducing targeted students' absences on a weekly basis

D. Timeline for implementation and completion including start and end dates

September 2013 to June 2014

1. We will utilize ATS comparative student attendance data (2012-2013 vs. 2013-2014) to track student progress in the reduction of severe/chronic absenteeism.
2. We will monitor the number of students who attain 90% or better in school attendance and who are recognized in the Monthly Attendance Recognition Assemblies.
3. We will monitor the caseload of each of the Success Mentors to assess their success rate in reducing targeted students' absences on a weekly basis

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The programmatic focus of the AIDP grant, \$ 40,000, will be to provide mentoring services and parent outreach to identified at-risk students, as per DOE criteria, who have severe or chronic absenteeism. The contracted vendor, the Children's Aid Society (CAS) will provide trained Success Mentors to work with the targeted students. CAS will be awarded \$ 30,000 to provide these contracted services to CS 211.
2. Assigned school staff, tax levy personnel, will utilize ATS attendance data reports to identify students who are at-risk and those who are attaining 90% or better attendance on a weekly basis. ATS reports will be used to monitor the success of the AIDP program and the school's attendance publicity campaign.

- AIDP grant funding, 25% or \$ 10,000, will be utilized by the school to purchase student incentives (e.g. certificates, school supplies, athletic equipment, etc.) and cover the cost of per-session tutoring to help select at-risk students bridge their learning gaps. Two teachers will provide tutoring services afterschool two days a week for two hours each session. These sessions will last for three months.
- AIDP grant funding will be utilized for a supervisor of the afterschool tutoring services: two days a week, two hours each session, for three months.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	x	Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
X	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

As per the 2012-13 Learning Environment Survey, out of student participants, the Safety and Respect category received the lowest overall score (7.0), compared to Parents and Teachers in the same category. A majority of students (75%) indicated they feel safe in classrooms and in other locations around the school. However, there was still a significant percentage (25%) that indicated they do not feel safe at the school.

Review Type:	Learning Env.. Survey	Year:	2012-13	Page Number:	1 & 10	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, student Superintendent suspensions will decrease by 5% as measured in the Online Occurrence Reporting System as compared to the previous school year (2012-13).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

A positive school culture will be attained by an expansion of the Positive Behavior Intervention Support (PBIS) to include elementary and middle grade students. Staff will increase their ability to prevent disciplinary problems and design a positive, collaborative classroom and school culture conducive to academic achievement through increasing the overall proficiency rate in ELA and Math with a 5% decrease in student suspensions.

- Staff in grades 6-8 will continue training in the Positive Behavior Intervention System (PBIS). Tiger Bucks will be distributed to individual students for showing respectful and positive behavior in the classroom, hallway, in the cafeteria and in the auditorium. A PBIS Store will be designed with an inventory of items for students to exchange their Tiger Bucks. Items will be donated by staff members and others to motivate acceptable behavior in school. PBIS Assemblies will be scheduled monthly to celebrate student achievements as a school community. Middle school is now in its third year of the implementation of the program for PBIS.

This year the fourth and fifth grade students and teachers will participate in PBIS.

2. Offsite Safety Task Force training is attended throughout the school year by administration and/or guidance personnel regarding General Response Protocol (GRP) in case of emergencies, such as, evacuations, soft/hard lockdowns, and shelter-in. Additionally, anti-bullying information is distributed as needed during assembly programs and classroom presentations by guidance counselors. Guidance counselors provide class/group interventions about the Respect For All. Professional development is scheduled to review the School Safety Plan with staff. Building Response Team (BRT) training is ongoing.
3. Student suspensions will be monitored through data analyzed from the Online Occurrence Report System (OORS) in order to measure areas of safety concern in the building, and targeted group student suspensions (ELL and SWD). The School Survey indicates that parents, students and teachers responded positively to questions regarding Safety and Respect. Our score improved to 8.0 from 7.3 the previous year. In order to further improve these results we will thoroughly review the NYC DOE Discipline Code and school wide rules and expectations with students and have Parent Coordinator review with parents. Provide professional development for school aides and other staff who supervise students during recess so that issues of bullying and physical altercations decrease.
4. Discipline assemblies are held in the fall and spring with elementary and middle school students and staff to discuss the DOE Discipline Code. Ongoing safety professional development is provided as needed for staff and administrators. School Leadership Team and the Parent Coordinator inform parents of safety related issues during their monthly meetings. Parent Coordinator participates in the monthly School Safety meeting.

B. Key personnel and other resources used to implement each strategy/activity

1. All teachers and students, IEP Teacher, Respect For All Liaison, Literacy Coach, Testing Coordinator, Cluster Teachers, Counselors and SAPIS worker, Parent Coordinator and Administrators.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

2. Fourth through eighth grade classes will be monitored daily through Class Tracking Sheet. (CTS).
3. CTS will be analyzed daily to identify students' use of school uniform and behavior. One point system per day as per PBIS monthly tally.
4. OORS reports are analyzed four times per year to identify location, times and patterns of occurrence (i.e. November, January, March and June. Students with multiple incidents are considered for Tier II or Tier III as per PBIS. These students are provided with SAPIS counseling and with Check-In/Check-Out daily monitored through Student Tracking Sheet. A parent conference is held prior to Tier II or Tier III implementation.

D. Timeline for implementation and completion including start and end dates

September 2013 – June 2014

1. September 2013: PBIS kick off assembly.
2. October-June: PBIS monthly assembly. PBIS store is open once a week for students to redeem/exchange Tiger Bucks for items.
3. Student conferences with administrator(s)/staff as needed.
4. Parent conferences with administrator(s)/staff as needed.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

6. Monthly assemblies are programmed by the PBIS team. Student certificates will be purchased. Other incentives will be provided by donation.
7. Student conferences with administrator(s)/staff are coordinated as needed.
8. Parent conferences with administrator(s)/staff are coordinated as needed.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the 2012-13 Progress Report we need to improve family and community engagement.

Review Type:	Progress Report	Year:	2012-13	Page Number:	4	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all students, including ELLs and SWDs, will participate in at least one community program including the Arts to strengthen social-emotional development, to increase community engagement and to improve communication skills of our students, as measured by attendance at events and post-program surveys.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

Our Vision Statement: Community School 211 will work together utilizing our resources to ensure that **every** student achieves at least one year of academic progress.

Our Mission Statement: Community School 211 is a bilingual school committed to providing high quality education to all students by meeting their emotional, social, and educational needs. We maintain high academic standards, and fully utilize the resources of our parents, teachers, paraprofessionals and community. Thus, our environment enables future leaders to successfully manage the diverse challenges of this millennium. Founded in 1969, Community School 211-the Bilingual Magnet School serves a population of approximately 650 students from culturally diverse backgrounds. The school is a central part of the community. We enjoy several excellent partnerships for many years that enhance our curriculum through the Arts.

C.S. 211 offers many community activities.

- Children's Aid Society will provide afterschool and Saturday classes and activities, including a marching band, for students and parents. CAS will also partner with us to provide Year 3 of the NYC Summer Quest program. The C.A.S. also provides assistance to families.
- The Theater of American Ballroom Dancing will be giving ballroom dancing instruction from March until June to the fifth and eighth grade, including bilingual students.
- City Center will offer a modern dance program with the Alvin Ailey Dance Group and a Flamenco Dance Group, which consists of a visit to the City Center to see a performance of the group, as well as a pre and post workshop with students. Students from grades five, six, and our special needs students will participate.
- The Encore Program will facilitate a musical theater partnership with two of our seventh grade classes, one of which is bilingual, that begins in November and ends in January. The students will study "Little Me," perform at the City Center and then view a performance of the show.
- We will partner with Plimoth Plantation in Massachusetts, which includes all of our seventh graders and bilingual and special needs students, in an overnight trip.
- We will partner with the Mount Vernon Hotel for at least two visits to their museum for grades four, six, seven and eight.
- Our Pre-K and first grade students are involved with a CUNY/Writing Workshop which consists of four workshops over a period of four weeks in February and in March.
- Our three Kindergarten classes are involved in an early childhood movement class from January to March that is sponsored by City Center.
- Our students visit the Metropolitan Museum of Art, The Museum of Natural History, and the City Museum of New York at least once a year.

- The New York Botanical Garden helped us to restore our school garden and they continue to help us maintain it. All classes will participate in the maintenance of the CS 211 garden.
- Students across grades will participate in cultural assembly programs at least three or four times in our school auditorium, where classes are given the opportunity to sing, dance, and act.
- Our eighth graders are members of the New Jersey Boy Scouts at Camp Lewis where they will spend two days on the Challenging Outdoor Personal Experience (C.O.P.E) course in May.
- This year, from January to March, a fifth and sixth grade bilingual class will be learning ESL with the Michael Mao Dance Group.
- Our parents and community are always asked to participate, help, and support us. The Gethsemane Baptist Church is a longtime friend and neighbor who support our students in all their activities.
- Middle school students will participate in the NYCMS Program for basketball.

Since its foundation, parents are an essential component of our school community. They participate in workshops about how to support their children during state tests, parenting, safety, understanding curriculum, and implementing wellness principles. The Parent Coordinator helps train parent volunteers to become Learning Leaders to assist teachers during instruction. Learning Leaders create incentive opportunities for students by attending school trips, providing crisis intervention, sponsoring dances, and hosting a carnival at the end of the year.

B. Key personnel and other resources used to implement each strategy/activity

1. Arts Coordinator, Teachers, Respect For All Liaison, Literacy Coach, Testing Coordinator, Cluster Teachers, Counselors and SAPIS worker, Parent Coordinator, Learning Leaders, Special Projects Facilitator, CAS Consultant and Administrators.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All students, including English language learners and students with disabilities will be invited to participate in at least one activity. Participation will be tracked by attendance sheets.
2. Data analysis we do on NYS test results and the School Environment Survey is used to evaluate the effectiveness of our partnerships.

D. Timeline for implementation and completion including start and end dates

September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

School pays for some of the programs. Students contribute to some of the programs. Other art services provided by our sponsors are programmed to enhance the ELA and Math curriculum during the regular school day.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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"> • Phonemic awareness • Reading comprehension • Increase fluency stamina • Writing strategies • Shared reading • Guided reading • Independent reading • Read aloud • Author studies • Genre studies • Writer’s workshop • Journal writing 	<ul style="list-style-type: none"> • Small group • Tutoring • One-to-one • Flexible grouping according to student needs 	<ul style="list-style-type: none"> • 37.5 minutes before school Monday - Thursday • During the school day • After school program • Saturday Academy • Summer Program
Mathematics	<ul style="list-style-type: none"> • Using Math Games • Paraphrasing explanation • Proving problem • Graph/data analysis 	<ul style="list-style-type: none"> • Small group • Tutoring • One-to-one • Flexible grouping according to student needs 	<ul style="list-style-type: none"> • 37.5 minutes before school Monday - Thursday • During the school day • After school program • Saturday Academy • Summer Program
Science	<ul style="list-style-type: none"> • Laboratory skills • Graph/data analysis 	<ul style="list-style-type: none"> • Small group • Tutoring • One-to-one • Flexible grouping according to student needs 	<ul style="list-style-type: none"> • 37.5 minutes before school Monday - Thursday • During the school day • After school program • Saturday Academy • Summer Program
Social Studies	<ul style="list-style-type: none"> • Document based question analysis • Social impact • Historical impact 	<ul style="list-style-type: none"> • Small group • Tutoring • One-to-one • Flexible grouping according to student needs 	<ul style="list-style-type: none"> • 37.5 minutes before school Monday - Thursday • During the school day • After school program • Saturday Academy • Summer Program

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Orientation • Guidance • Intervention • Social awareness 	<ul style="list-style-type: none"> • Small group sessions • One-to-one counseling • Flexible grouping according to student needs • Class presentations • Assemblies 	<ul style="list-style-type: none"> • 37.5 minutes before school Monday - Thursday • During the school day • After school program • Saturday Academy • Summer Program
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

CS 211 provides instruction by highly qualified teachers.

One hundred percent (100%) of the teachers are fully licensed and assigned to the school. More than sixty-five percent (65%) of CS211 teachers have more than two years of teaching experience in the school. Over fifty percent (50%) of the teachers have more than five years of teaching experience. More than sixty-three percent (63%) of our teachers have achieved a Master's Degree or higher.

Our learning community at CS211 affords highly qualified teachers the opportunity to participate in various stimulating and challenging professional development activities. This is made possible by the flexibility of our funds and the coordinated efforts of our experienced administration, literacy and math coaches, AIS teachers, and other talented educators. This is complemented by our positive school climate, unified staff, strong parental involvement efforts, and our school wide discipline code.

Recruitment:

Teachers are hired from recognized programs such as Teach for America (TFA) and Teaching Fellows. Our newly hired teachers receive mentoring support from these programs as well.

Referrals from DOE Human Resources

Retention:

Individual mentors for new teachers

A Literacy coach provides ELA curriculum support to all K through 8th grade ELA teachers

A Math consultant provides ongoing support to all K through 8th grade Math teachers

An ESL consultant provides ongoing support for all K through 8th grade ESL/ELA and Bilingual teachers

Professional Development at school is provided based on teacher request/needs

Teachers are teamed based on subject or grade assignment

Assignment:

All teaching assignments are made according to NYS license areas

Teacher preference sheets

Teacher Support is offered at CS211 through:

- | | |
|------------------------|-------------------------------|
| School Administrators | TFA Alumni |
| Mentoring | Community Based Organizations |
| Grade or subject teams | Social Networking |
| Literacy Coach | UFT representative |

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Teachers will participate in ongoing professional development provided by the Literacy Coach (for ELA), a Generation Ready consultant (for Math), an ESL Consultant and CFN 606. There are also opportunities for professional development around the new ELA and Math programs that teachers will be able to attend.

Paraprofessionals and staff will receive professional development from the IEP teacher, consultants from CFN 606 and from school administration.

Principals will receive professional development from CFN 606 via the Principal+1 Institute and the Leadership & Learning Series.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

SWP Schools Only**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

CS211 houses an early childhood program sponsored by CAS with students who will transition into one of our Kindergarten classes. Families are invited for an orientation in May and then again in September to ensure that home and school are connected in supporting the social-emotional and academic needs of transitioning Kindergarteners.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teacher Effectiveness Team convened to decide on the MOSL assessments for the 2013-2014 school year.

Teachers are invited to evaluate curriculum choices for the new ELA and Math programs that we have adopted.

Teachers also have the opportunity to provide administration with feedback on our local assessments.

TA Schools Only**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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;

C.S. 211The Bilingual School - Parental Involvement Policy 2013 -2014

1. C.S. 211 will take the following actions to involve parents in the joint development of its School wide Parental Involvement Plan under section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act and the requirement for Elementary Secondary Education Act (ESEA): The policy will be developed through the collaboration with the Parent Teacher Association, Parent Coordinator, School Leadership Team and Administration.

- a) The Principal will conduct a series of meeting with all shareholders to develop guidelines and polices acceptable by all.
- b) Signatures will be gathered to show evidence of parent participation and acceptance of policy.

- c) The Parent Coordinator in conjunction with the PTA will distribute in a timely manner all dates and times of upcoming meetings and activities related to the policy.
 - d) Letters will be sent home to parents periodically by students informing them of upcoming meetings.
2. C.S. 211 will take the following actions to involve parents in the process of school reviews and improvement under section 116 of the ESEA:
- e) 50% of the School Leadership Team will be comprised of parents. Parents will be informed of this opportunity on an ongoing basis.
 - f) Quarterly principal meetings will be held with the PTA Executive Board throughout the year.
 - g) The Parent Coordinator will conduct workshops throughout the year informing parents of the curriculum, promotional policies, standards, school related data, Public School.
 - h) The Parent Coordinator in conjunction with the PTA will survey the parent population annually in order to generate Learning Leaders who become an integral support to classroom instruction.
 - i) The Parent Coordinator and administration will distribute and articulate the school report card to all parents annually.
3. C.S. 211 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: A series of workshops will be provided for parents throughout the school year to address techniques and strategies beneficial to parents when analyzing school performance (computer training, ESL, Spanish as a Second Language, IEP, health, curriculum mapping, test sophistication, etc.)
- j) Parents are informed of and part of the planning through their participation in important committees of Academic Intervention Services available at our learning community.
 - k) The Parent Coordinator will serve as a parent representative on the school's Professional Learning Team, Design Team and Pupil Personnel Committee to turnkey information to the parents.
 - l) Parents will be members of the School Leadership Team where students' academic achievement in school performance are reflected up throughout the year.
 - m) Parents will participate in a series of Adult Education Classes to improve their skills in English and in Technology, as well as anti-bullying and other parent workshops.
4. C.S. 211 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Pre-Kindergarten Universal Program, Teachers College, by encouraging parents to become instructional volunteers through the Learning Leaders Program offering support in curriculum initiatives.
5. C.S. 211 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its [Title I, Part A] school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- n) The Parent Coordinator will conduct an end of the year survey which will measure the effectiveness of the school parent policy.
 - o) Principal will conduct an end of the year meeting with the PTA Executive Board with the present year policy.
 - p) The School Leadership Team will also conduct an end of the year evaluation on the effectiveness of the policy.
 - q)

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

Principal

Parent Coordinator

PTA President

School Leadership Team Representative

This policy was adopted by C.S. 211 on 6/26/13 and will be in effect for the period of September 2013 until June 2014. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 17, 2013.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY 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.

Community School 211 - Parent Compact 2013-2014

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

The School Agrees

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

The Parent/Guardian Agrees

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

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

Signature of School Principal/Teacher

Type/print name

Signature of Parent/Guardian

Type/print name

I. Student Responsibilities: are distributed and discussed with students in English and Spanish

Community School 211 - The Bilingual School 2013 -2014 STUDENT CONTRACT English Version

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to all staff members and to property.
2. Be familiar with rules and regulations with student behavior as established on The Discipline Code. “Students are expected to live up to and the consequences if these standards are not met. The Discipline Code provides a comprehensive description of unacceptable behavior, including incidents involving drugs or weapons. It includes a range of permissible disciplinary and intervention measures which may be used when students engage in such behaviors as well as a range of guidance interventions schools may use to address student behavior. The Code applies to all students, including those with disabilities.” (2013 The Discipline Code pp.1)
3. Attend school every day unless legally or medically excused.
4. Be in class, on time, and prepared to learn.
5. Work to the best of my abilities in all academic and extracurricular pursuits and strive toward my highest level of achievement possible.
6. React and respond to directions given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Work to develop means to control personal anger.

8. Ask questions when lacking understanding.
9. Seek help in solving problems.
10. Wear school uniform every day, consisting of a yellow-collared sleeves-shirt with no-logos, navy blue slacks and black sneakers or black shoes, unless otherwise instructed for special occasions by school administrators. (Wearing clothing, headgear, or other items that are unsafe or disruptive to the educational process are prohibited in school. 2013 The Discipline Code pp.6)
11. Accept oneself responsibility for my actions.
12. Conduct as a representative of the district when participating in or attending school-sponsored extracurricular events and achieve the highest standards of conduct, demeanor, and sportsmanship.
13. Supply information of importance to the appropriate staff member in any case where any person and/or property is endangered.
14. Refuse to join in any discriminatory practices against others and demonstrate appreciation for the dignity and integrity of all individuals.
15. Refrain from obscene and defamatory communication in speech, writing and other modes of expression in any interaction with the school community.
16. Use non-confrontational methods to resolve conflicts.
17. Refrain from bringing prohibited equipment or material to school without authorization (e.g., cell phone, beeper, or other electronic communication/entertainment devices). Level 1-Infraction pp.13.
18. Keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students.
19. Participate in monthly writing and discussion activities to reflect on how they can improve upon/celebrate their attendance record.

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

Student Signature

Parent Signature

Class _____

Date _____

BTM 13-14

Community School 211 - The Bilingual School 2013 -2014 STUDENT CONTRACT Spanish Version

1. Contribuir a mantener un ambiente escolar seguro para mi aprendizaje y demostrar respeto hacia todos los maestros y personal escolar y a la propiedad.
2. Relacionarme con las reglas de comportamiento de estudiante como lo establece El Código de Disciplina. "Todos los estudiantes deben respetar y entender las consecuencias en caso que no lo hagan, El Código Disciplinario brinda una descripción completa de las conductas inaceptables, incluyendo incidentes que incluyan drogas o armas. Incluye también la escala de medidas de intervención disciplinaria autorizadas que podrían aplicarse cuando los estudiantes se vean involucrados en este tipo de conducta como también las diferentes formas de intervención de asesoramiento que las escuelas podrían utilizar para encargarse de la conducta de los estudiantes. El Código abarca a todos los estudiantes, incluso a aquellos con discapacidades." (El Código de Disciplina 2013, pg.1)
3. Asistir a la escuela todos los días a menos que tenga una excusa legal o medica.

4. Estar a tiempo para cada clase y preparado(a) para aprender.
 5. Trabajar al máximo de mis habilidades en todos los trabajos académicos y extracurriculares para alcanzar mi mayor nivel de desempeño posible.
 6. Reaccionar y responder a las instrucciones dadas por mis maestros, administradores y algún otro personal escolar de una manera respetuosa y positiva.
 7. Desarrollar maneras para controlar mi temperamento enojado.
 8. Hacer preguntas cuando no entienda algo en la clase.
 9. Buscar ayuda con el personal de la escuela para resolver conflictos.
 10. Vestir el uniforme escolar todos los días que consiste de camisa amarilla (con cuello y sin dibujos), pantalones o falda (niñas) azul marino y zapatos o tenis negros a menos que los administradores aprueben lo contrario para ocasiones especiales. (Vestir otra ropa, gorras, u otros artículos que interfieran con la seguridad o el proceso académico están prohibidos en la escuela. Vea pg. 6, El Código de Disciplina 2013)
 11. Aceptar responsabilidad por mis acciones.
 12. Comportarme como representante del distrito cuando participe o asista a eventos extracurriculares y lograr altos niveles de conducta, participación y camaradería deportiva.
 13. Proveer información de importancia al personal escolar en caso de que alguna persona o propiedad estén en peligro.
 14. Negarse a participar en cualquier práctica discriminatoria contra estudiantes y demostrar aprecio por la dignidad y la integridad de todos los individuos.
 15. Evitar el uso de lenguaje obsceno o difamatorio al hablar, escribir y/o al utilizar otros medios de expresión o comunicación dentro de la comunidad escolar.
 16. Utilizar métodos no confrontacionales para resolver conflictos.
 17. Evitar traer equipo o materiales sin autorización a la escuela (ej. celulares, beepers, otros aparatos electrónicos de comunicación/entretenimiento)
- Infracción-Nivel 1 pg 13.
18. Mantener a los padres o guardianes legales informados de toda información relacionada a la escuela, incluyendo progreso escolar actividades sociales o educativas. Asegurar que los padres o guardianes legales reciban cualquier comunicación proveída por personal escolar a los estudiantes.
 19. Participar en actividades mensuales de escritura y charla para reflejar en como pueden mejorar o celebrar su asistencia.

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

Firma del Estudiante

Firma del Padre o Guardian

Clase_____

Fecha_____

BTM 13-14

4. .

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 12	Borough Bronx	School Number 211
School Name Community School 211		

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

Principal Betty Gonzalez-Soto	Assistant Principal H. Ross Macdonald
Coach Sheila Mason	Coach type here
ESL Teacher Sonia Velez	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Virginia Menendez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	4	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	627	Total number of ELLs	179	ELLs as share of total student population (%)	28.55%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)				1		1	1	1	1					5
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	1													1
Pull-out		2	1	2	2	1	2	2	2					14
Total	1	2	1	3	2	2	3	3	3	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	179	Newcomers (ELLs receiving service 0-3 years)	134	ELL Students with Disabilities	34
SIFE	12	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	10

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	86	4	4	6						92
Dual Language										0
ESL	50	8	22	26		9	11		10	87
Total	136	12	26	32	0	9	11	0	10	179

Number of ELLs who have an alternate placement paraprofessional:

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				14		5	26	20	30					95
Arabic														0
SELECT ONE														0
TOTAL	0	0	0	14	0	5	26	20	30	0	0	0	0	95

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	5	8	3	4	2	21	18	11					80
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1		1			1						3
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	8	5	9	3	5	2	21	19	12	0	0	0	0	84

Part III: Assessment Analysis

Assessment Breakdown

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

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)	4	1	1	6	2	2	17	15	26					74

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	2	5	4		2	12	9	10					45
Advanced (A)	2	2	2	6	2	1	15	13	6					49
Total	7	5	8	16	4	5	44	37	42	0	0	0	0	168

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	1			2
5	3				3
6	26	4			30
7	22	3			25
8	26	1			27
NYSAA Bilingual (SWD)				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3		1							1
4	3	1							4
5	2	2							4
6	19	17			1				37
7	18	6		6					30
8	25	7	1	1					34
NYSAA Bilingual (SWD)								1	1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1	1	1	1			4
8									0
NYSAA Bilingual (SWD)									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	5	15	1	8
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	5		2	
Living Environment		20		12
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	35	30	7				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

To assess early literacy skills we use TCRWP Running Records. All students are assessed, including ELLs. We have learned from this data that many of our ELLs are progressing slower than they could be. ELLs who participate in our Transitional Bilingual Program do not progress at the same rate as ELLs enrolled in general classes that receive push in/pull out ESL. One strategy we are implementing to address this insight is to mainstream Advanced ELLs into general education classes for ELA instruction; of course, always with parental approval.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We have many more ELLs at the middle school levels than the elementary levels. One pattern that is noticeable is that the number of Beginner ELLs increases as the grade level increases, and the number of Advanced ELLs decreases.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We study the results of the NYSESLAT modalities both at individual grade levels and schoolwide. Through this teachers are able to see where students have greater strengths and challenges. They are able to see if they need to put more emphasis on certain modalities, and plan accordingly. We look at the AMAOs to determine how we are doing, and to identify students that we think are most likely to meet those objectives. We share the names of these students with the entire faculty and everyone works to support their progress.

Our goal for 2013 was 129 students meeting AMAO 1 and 27 students meeting AMAO 2. The data reveals that 44 students met AMAO 1 and only 4 ELLs met AMAO 2 this year. We need to do more to help students reach Proficiency in a timely manner, and to help them make appropriate progress each year.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

TBE and ESL

- a. Across proficiencies and grades, the majority of our ELLs scored at Level 1 in ELA and Math. This holds true for tests taken in English as well as in the native language. The students who scored at Level 2 or higher were at Intermediate or Advanced levels.
- b. School leadership and teachers analyze the results of the ELL Periodic Assessments and compare them to NYSESLAT scores and classroom work. This helps to inform our progress and shift our instructional focus.
- c. We are seeing that ELLs who do well on the Periodic Assessments tend to do better on the NYSESLAT. Teachers use the native language to access prior knowledge, develop content knowledge and skills, and dive deeper into their understanding. This facilitates the acquisition of the second language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
School leadership looks at all data (state test scores, running records, periodic assessments, etc.) when making decisions that affect instruction. Teachers write a language objective along with a content objective for each lesson.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We analyze assessment data (NY State ELA and Math tests, NYSESLAT, running records, periodic assessments, etc.) with a lens of ELL progress. We evaluate the amount of progress that ELLs are making based on NYS guidelines, including meeting AYP for ELLs on the NYS ELA and Math tests, meeting the AMAOs for the NYSESLAT, as well as progress on running records.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Whenever students are registered, the HLIS and informal interview are administered by our Pupil Personal Secretary and Testing Coordinator (who is a pedagogue). If the student speaks another language and little or no English, then the student is placed in a bilingual class until the LAB-R can be administered. Our Testing Coordinator, who is bilingual and has 9 years of experience, administers the LAB-R, including the Spanish LAB for Spanish-speaking ELLs, within ten days. For parents who speak a language other than English we provide translation when necessary. First we try to use the abilities of our staff; if no one on staff is able to translate we contact the Translation and Interpretation Unit.
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.
Whenever a new student is admitted and identified as an ELL, the Testing Coordinator and ELL Coordinator collaborate to schedule an information session for the parents within ten days. Phone calls are made to invite the parents and schedule them, and a letter is sent home to remind of the appointment. During the session, parents watch the DOE video after which further explanations are given. Parents are encouraged to ask as many questions as they need. Then they are asked to fill out the Parent Survey and Program Selection forms. All documents are kept on file and a record is kept to track when parents choose a TBE/DL program. When one of these programs becomes available we reach out to the parents to inform them.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Our Assistant Principal/ELL Coordinator and Testing Coordinator are responsible for these duties. At the beginning of every school year, entitlement letters are distributed to all ELLs and former ELLs based on their NYSESLAT results. After parents fill out the survey and selection forms, they are stored in our secure testing closet. The results of the Program Selection are recorded in order to monitor the number of parents requesting the different programs.
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.
During the informational session for parents of newly enrolled ELLs, multiple people are available for consultation and communication in the native language. These include an Assistant Principal, the Testing Coordinator, an ESL Teacher and the Parent Coordinator. If a language other than Spanish is needed, then we contact the Translation & Interpretation Unit. ELL students are placed in the program requested: in a bilingual program if we have an adequate number of students for the appropriate grade, or an ESL program. We monitor the number of requests for a bilingual program on each grade level. A placement letter is sent to parents to inform them of the program their child is placed in. Additionally, Continued Entitlement letters are sent to parents every year to inform them of the program their child is entitled to, and copies of these letters are maintained in an ELL compliance file in the ELL Coordinator's office. Once a parent has selected a program for their child, the ELPC screen in ATS is updated with the information.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Using the RLER report from ATS, our Testing Coordinator determines which students will take the NYSESLAT. All ELLs in TBE classes take the Listening, Reading and Writing sections as a class, with appropriate modifications where necessary. The

Speaking section is administered by various teachers from the school. All of this is coordinated and monitored by our Testing Coordinator.

6. 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.) 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 parents of ELLs tend to request TBE programs at our school. When parents request an ESL program we comply with the request. We do not have any requests from the past few years for Dual Language Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

a. We have a combination of organizational models. There is one third/fourth grade bilingual ICT bridge class. There is also a fifth/sixth bilingual bridge class. We have a bilingual class in seventh grade and one in eighth grade. Instruction for middle school classes is departmentalized. All bilingual classes are self-contained. ELLs in monolingual classes receive ESL support in Push-In/Pull-Out instruction based on the numbers at each grade level. In seventh and eighth grade, a Push-In model is used. In sixth grade a Pull-Out model is used. The Push-In model is also used at second grade. All other grades use a Pull-out model.

b. Our bilingual program model is by heterogeneous groups for all classes. However, for ELL students receiving ESL instruction in monolingual classes they meet in homogeneous groups organized by grade and proficiency level. Instructional time varies by group to meet state mandates.
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)?

By having a bilingual class at each grade level that has a sufficient number of ELLs and a dedicated ESL teacher, we are able to ensure that we meet mandated instructional minutes and curriculum. Students in bilingual classes receive ELA instruction every morning along with ELA instruction. Bilingual classes also receive NLA instruction 45 minutes per day. ELLs in monolingual classes receive ELA as part of their regular instructional day in addition to ESL instruction from the ELA teacher.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

Classroom teachers are responsible for evaluating ELLs in all four modalities throughout the year. For reading development, they administer Running Records four times a year. The oral interview that accompanies the Running Record also serves as an evaluation of their oral language (Speaking, Listening) development. Writing is evaluated throughout the year using the Workshop Model, with a baseline given at the beginning of the year and several on-demand writing assessments given periodically. Other writing assessments are given as performance tasks with appropriate rubrics.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

This is how we differentiate instruction for ELL subgroups:

a. To address the needs of SIFE, teachers differentiate instruction in the classroom to help these students meet the content and language objectives of the lessons. Teachers offer additional instruction time during their preparation and/or professional periods, targeting specific academic gaps. SIFE are also included in the 37.5 extended time and extended day after school program.

Appropriately leveled materials for SIFE learning have been gathered by the classroom teachers, the bilingual coordinator and the Literacy Coach. One example of materials being used with SIFE is Reading Intervention System by Teacher Created Materials.

b. To meet the needs of newcomers, our teachers differentiate instruction in the classroom to help them meet the content and language objectives of the lessons. Additionally, newcomers participate in an ESL Academy provided by the school that meets two days a week in an after school program. This academy includes a component (called the ELLA program) that targets language acquisition through the arts. ELLS also participate in the Encore! musical theater program provided by City Center.

c. ELLs receiving services for 4-6 years benefit from all of the previously described programs (i.e. 90 minutes of daily ESL/ELA instruction differentiated for their needs, appropriate materials, 37.5 extended time, ESL Academy). Many these students have reached an Advanced NYSESLAT level and several approaches have been taken to promote their progress. Some ELLs are moved into English only classes (with parental approval) for more exposure to English language instruction. When possible ELA/ESL instruction is given by native English speaking teachers. Class libraries are stocked with books at appropriate levels.

d. We continue to analyze and consider the specific needs of long-term ELLs, not only on an academic level but also in social-emotional aspects. All of the previously described programs are in place for them. Staff engages in ongoing conversations regarding students' academic and social needs through articulation with one another, with our bilingual guidance counselor, social worker and Pupil

Personnel Committee.

e. Former ELLs continue to receive many of the supports they received while considered ELLs. They received differentiated instruction, appropriately challenging material, and participate in extended time programs. Teachers monitor the continued progress of former ELLs in Inquiry Teams, providing targeted instruction where it is needed.

7. 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?

We include ELL-SWDs in all of our ESL initiatives. They also receive instruction using the CCLS-aligned curriculum programs we have adopted, with teachers providing differentiation and scaffolds to assist in language development.

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

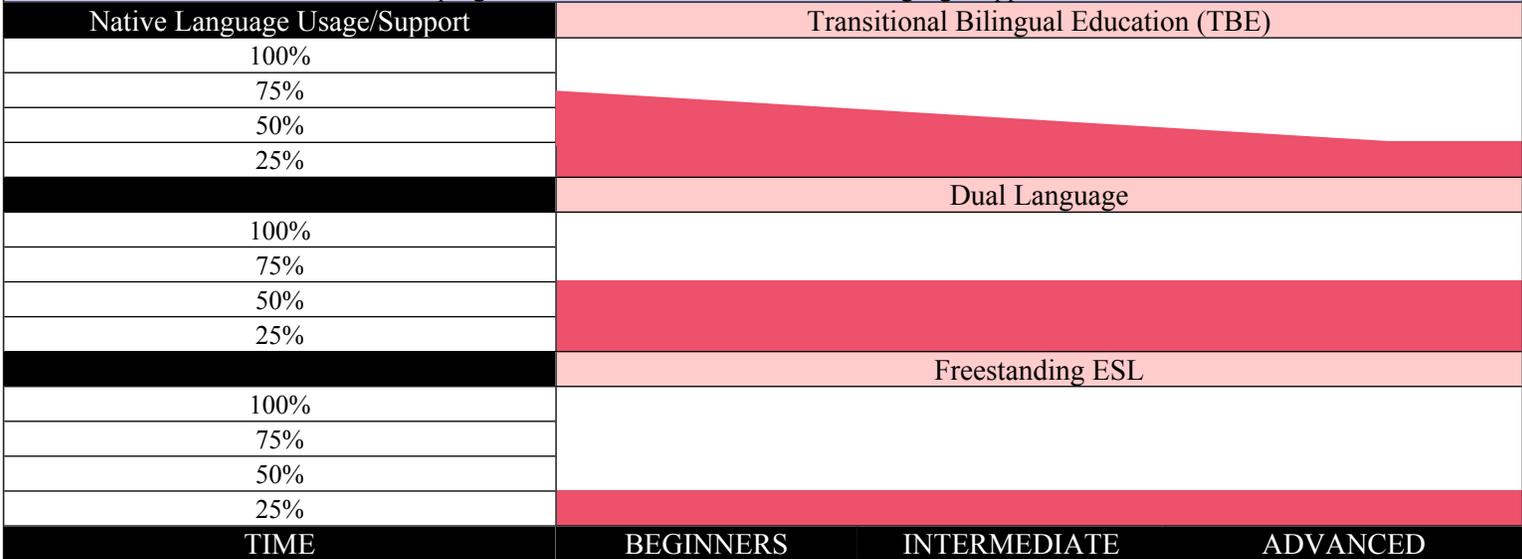
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

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

Paste response to question here:

12. What programs/services for ELLs will be discontinued and why?

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

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

ELLs are included in all school programs, including extended day classes, art programs (Encore!, ballroom dancing, ELLA), gardening with the NY Botanical Garden, Cookshop and Children's Aid Society programs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials that are used to support ELLs include leveled libraries in all classrooms, interactive whiteboards, computer labs and tablet computers for small groups.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In our TBE, all classes have teachers that speak English and Spanish. Native language support is provided by the classroom teachers through classroom libraries in Spanish, translation when necessary, bilingual dictionaries and appropriate native language instruction in math, science and social studies. All correspondence is sent in both English and Spanish including letters, applications and calendars.

In our ESL program, all of the above native language supports are available. The ESL teacher is bilingual and is trained in how to implement appropriate native language support.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services support ELLs' ages and grade levels by providing English language instruction targeted to the needs of each student.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We currently do not have any activities designed to assist newly enrolled ELL students before the beginning of the school year. Whenever new ELLs enroll in the school, all available services and programs are presented to the parents during the orientation meeting, and students are immediately included.

18. What language electives are offered to ELLs?

We currently do not offer any language electives to ELLs. We do offer eighth grade students the opportunity to take the NYC Spanish Proficiency exam.

19. For schools with dual language programs:

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

Not applicable

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All ELL personnel, including bilingual teachers and other teachers of ELLs, participate in professional development provided by our Literacy Coach, an ESL consultant from Fordham University and a math consultant from Generation Ready. Bilingual teachers meet weekly with the ESL consultant for instruction in ESL instructional strategies, data analysis and assessment. Other teachers meet with ESL consultant in month-long cycles, where there meet weekly for four weeks. In addition to instruction, the consultant provides coaching and planning support for teachers on an individual level. This professional development includes guidance around achieving the CCLS and provides the ELL training all teachers require.

ELL students and their parents participate in middle and high school fairs with our bilingual Guidance Counselor. High school guidance counselors also visit our school to provide information to our eighth graders.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We have an active Parent Teachers Association that participates in many activities at CS 211. Many of the parents have ELL children and are Spanish dominant themselves. The PTA provides workshops on how parents can support their children's academic growth in reading and math, understanding the Common Core Learning Standards and navigating the support opportunities for parents in New York City. For our Summer Quest program we have orientation activities, parent days, celebration days and a reunion day in the Fall.
 2. We partner with the Children's Aid Society and they provide workshops, services and activities for parents. We also partner with CITE (Council for Integrated Teacher Education) for parent workshops.
 3. We evaluate the needs of the parents by analyzing data from the School Environment Survey and through a parent needs survey given by the PTA every year. Our School Leadership Team evaluates the results of these two surveys and makes recommendations to address parent requests. Our Parent Coordinator also maintains availability and access to parents in order to learn of parent needs in a more informal way.
 4. Many of our parents are recent immigrants. Others live in New York City housing projects, shelters and low-income tenement buildings. We help parents by providing workshops and classes in areas that can help progress toward better job opportunities and living situations (e.g. use of technology, ESL, and others). We also provide workshops that address parenting skills as a way to help parents improve their abilities to provide a stable, safe and nurturing environment for their children.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Community School 211

School DBN: 12X211

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Betty Gonzalez-Soto	Principal		12/15/13
H. Ross Macdonald	Assistant Principal		12/15/13
Virginia Menendez	Parent Coordinator		12/15/13
Sonia Velez	ESL Teacher		12/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12x211 School Name: Community School 211

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

Based on ATS data of our school population, 28% of our school's population are English Language Learners (ELLs). We have reviewed the results of the Home Language Identification Survey (HLIS) and found that English and Spanish are the languages spoken by the great majority of our parents. When we found parents that indicated a different language, we surveyed them individually to find out if written translation and oral interpretation was needed.

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

We found that parents responded more quickly and more often when information was provided in their native language. Because English and Spanish are the languages spoken by the great majority of our parents, we are able to meet their translation and interpretation needs through our staff. We have parents who speak Arabic and French, but we found that the parents know enough English or have a family member who knows enough English to enable regular communication between the school and home. These findings were reported to the community via mail and conversations with school leaders. They were reported to the school community via the School Leadership Team, PTA meetings and faculty conferences.

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.

All letters and home/school communication at CS 211 are sent in both English and Spanish, the main languages of our ELLs. Documents are translated on-site by school staff.

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

Oral interpretation is offered during Parent Teacher Conferences, Special Assemblies, Graduation Ceremonies and other meetings. This translation is provided by school staff.

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

All written communication is translated from English to Spanish. School leaders offer translation services before any activity or meeting and make it available whenever necessary.

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: C.S. 211	DBN: 12x211
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 70
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 checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Our school has implemented a Transitional Bilingual (TBE) Program based on the Home Inventory Language Surveys (HILS) and parental input. The number of students registered in these classes varies between 19-32 students. The bilingual classes are self-contained to provide the mandated minutes for ESL based on the students' levels of language acquisition: 360 minutes for Beginners/Intermediate, 180 minutes for Advanced and Proficient students. The curriculum is based on the Teacher's College Reading and Writing Project. Proficient students receive additional ESL services for a period of one year after passing the NYSESLAT, including testing modifications. Classroom teachers are also responsible for providing ESL instruction through other content areas. In some cases advanced students are mainstreamed to monolingual classes during the literacy block. Although many parents request our Transitional Bilingual Program, we educate and inform them about how to choose the proper program that will address their children's needs. Based on this additional information, some parents realize the benefits of placing their child in a monolingual setting with ESL services. The ESL teacher pulls the students out of their classes and instructs them in the ESL classroom for the mandated amount of time. Where applicable, the ESL teacher also provides ESL support by pushing in during classroom instruction.

Title III funding will be utilized to supplement the regular school day program through an after school/Saturday ELL Academy which focuses on language acquisition through small group instruction, elaborating content area concepts according to student needs. Academic language will be developed and emphasized using scaffolding strategies (bridging, modeling, metacognitive activities, schema building, contextualization), vocabulary building, oral language development activities and writing process. Instruction will be provided in English with support for native language through translation to clarify concepts, and native language materials. All English Language Learners enrolled in Bilingual classes in grades 4-8 are invited to attend the ELL Academy sessions, two times a week (Friday from 3:00-5:00pm and Saturday from 9:00am -12:00pm). It will begin October 5, 2012 and continue to April 26, 2013. Teachers and administrators will initially group students based on NYSESLAT levels. This supplemental program will focus on students at the Advanced and Intermediate levels: 1 teacher will

Part B: Direct Instruction Supplemental Program Information

work with Elementary School students (grades 4 & 5) and 2 teachers will work with the Middle School students (grades 6-8). This is based on the number of students we have at those levels. Student progress will be assessed in an ongoing manner using ACUIITY Benchmark assessments and teacher-made assessments. Regrouping will occur as needed, based on progress and readiness to advance. Materials are chosen for groups based on student needs and interests, and will include a Language Proficiency Intervention Kit, non-fiction content related books that are high interest/low level, listening centers and web-based programs including Destinations Learning and Uptown Education .

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

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

Part C: Professional Development

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

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

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

Topics include: Supporting Bilingual Education for Students with IEPs - November 27, 2012 (provided by OELL); Writing Content and Language Goals/Objectives - December 6 & 20, 2012 (provided by RBE-RN)

Additionally, Inquiry Teams will look at ELA and NYSESLAT data to identify skills needed for bilingual and special needs students. All teachers will have the opportunity to attend TC Calendar Professional Development day(s) at Teachers College. Teacher's College Coaches will provide on-site support in curriculum mapping aligned to the ELA core curriculum and instructional practices that will support language acquisition and development. Teachers will meet weekly on grade/department teams to assess student work and plan lessons to support students, including ELLs and students with IEPs.

Title III funds will be used to provide 2 professional development sessions, specific to ELL needs. These will be provided by CITE (Center for Integrated Teacher Education) during school hours, and each will last 90 minutes. These workshops are:

- * Differentiated Instruction (offered in January)
- * Aligning Instruction for ELLs to the Common Core Standards (offered in February)

Part D: Parental Engagement Activities

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

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

Begin description here: C.S. 211 will provide the necessary coordination, technical assistance, and other support to facilitate workshops for parents throughout the school year.

* Accessing ARIS ParentLink and ACUIY reports - November 14 and 20, provided by AP Macdonald. These workshops are being provided to all parents, but AP Macdonald will conduct sessions in Spanish specifically for the parents of ELLs. Invitations will be sent home with students inviting the parents to attend during Parent-Teacher Conference days.

The following workshops were chosen by the school's Parent Coordinator based on personal experiences and informal surveys of parents. They will be conducted in English, with translation into other languages as needed. All handouts will be bilingual.

* Understanding the Common Core Standards - January 23, 2013; provided by CITE. Many of the parents of ELLs have indicated a lack of understanding of the CCLS and have expressed frustration at not knowing how to help their children with homework. This workshop is intended to address this need.

* Understanding IEPs - February 13, 2013; provided by CITE. Parents of ELLs that receive IEPs often do not understand the importance and meaning of the documents they are presented. This workshop will help to inform and educate parents about Special Education and IEPs.

Parents will be informed of and take part in the planning of these activities through their participation in the Parent Teacher Association, School Leadership Team and other important committees, as well as through posters and take-home flyers.

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 		

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.
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		